

**Dean Watston**

**Price Lab Material**

**17 hours**

**1,105 pages**

**Subject:** MPLS

**From:** "Dwight C. Watson" <dwright.watson@uni.edu>

**Date:** 1/3/2012 12:09 PM

**To:** Gloria Gibson <gloria.gibson@uni.edu>

Gloria, please help me with my duress when it comes to Ginny's negative comments about MPLS. It seems that she throws Lyn under the bus publically any chance she gets. Lyn is doing what she can with the task she was given. She inherited this interim position after much changes at MPLS and she is doing the best she can. She is limited at what she can do with the salaries she has to offer to MPLS faculty.

Also, I was surprised that there was a spreadsheet of faculty reassignment that was configured without any input from me. I am stymied by Ginny's dispositional stances in regard to MPLS.

Sent from my iPad

**Subject:** RE: Swann  
**From:** "Dr. Dwight C. Watson" <dwight.watson@uni.edu>  
**Date:** 1/18/2012 3:46 PM  
**To:** "'Gloria Gibson'" <gloria.gibson@uni.edu>

Okay!

Dr. Dwight C. Watson  
Dean, College of Education  
University of Northern Iowa

---

**From:** Gloria Gibson [mailto:gloria.gibson@uni.edu]  
**Sent:** Wednesday, January 18, 2012 3:46 PM  
**To:** Dr. Dwight C. Watson  
**Subject:** Re: Swann

petition was just delivered from PLS... thanks for headsup...

Dr. Dwight C. Watson said the following on 1/18/2012 2:59 PM:  
Thanks.

Dr. Dwight C. Watson  
Dean, College of Education  
University of Northern Iowa

---

**From:** Gloria Gibson [mailto:gloria.gibson@uni.edu]  
**Sent:** Wednesday, January 18, 2012 1:12 PM  
**To:** Dwight Watson  
**Subject:** Fwd: Swann

Dwight:

According to Bruce, you can reallocate dollars from the R&D to the college. Let me know if you have additional questions. Thanks, Gloria

----- Original Message -----

**Subject:**Swann  
**Date:**Wed, 18 Jan 2012 13:03:06 -0600  
**From:**Pat Woelber <pat.woelber@uni.edu>  
**To:**Gloria Gibson <gloria.gibson@uni.edu>

Gloria:

I talked with Bruce and he said that Dwight could reallocate that line to another department - it reduces their R & D support then. So, for example, as of July, R & D had a budget of 3.5 M (approximately); if you take that line (lets say \$100,000); then the R & D support would only have a budget of 3.4M next year.

He gave more details - for example, every month, Tonya in Fin Accounting

transfer from 1/12th of their budget to the R & D support account. When they started their budget year in July, everything was clear - no deficits, etc - and she transfers 1/12th of the "need" to the support account to cover all expenses. They had to plan accordingly in the months prior to determine their budget.

Pat

Pat Woelber  
Administrative Assistant to the Exec VP and Provost

Office of the Executive Vice President & Provost  
Seerley 1  
Cedar Falls, IA 50614-0707

Phone: 319-273-2517

Fax: 319-273-3153



**Subject:** RE: Swann  
**From:** "Dr. Dwight C. Watson" <dwright.watson@uni.edu>  
**Date:** 1/18/2012 3:47 PM  
**To:** "'Gloria Gibson'" <gloria.gibson@uni.edu>

Okay!

Dr. Dwight C. Watson  
Dean, College of Education  
University of Northern Iowa

---

**From:** Gloria Gibson [mailto:gloria.gibson@uni.edu]  
**Sent:** Wednesday, January 18, 2012 3:46 PM  
**To:** Dr. Dwight C. Watson  
**Subject:** Re: Swann

petition was just delivered from PLS... thanks for headsup...

Dr. Dwight C. Watson said the following on 1/18/2012 2:59 PM:  
Thanks.

Dr. Dwight C. Watson  
Dean, College of Education  
University of Northern Iowa

---

**From:** Gloria Gibson [mailto:gloria.gibson@uni.edu]  
**Sent:** Wednesday, January 18, 2012 1:12 PM  
**To:** Dwight Watson  
**Subject:** Fwd: Swann

Dwight:

According to Bruce, you can reallocate dollars from the R&D to the college. Let me know if you have additional questions. Thanks, Gloria

----- Original Message -----

**Subject:**Swann  
**Date:** Wed, 18 Jan 2012 13:03:06 -0600  
**From:**Pat Woelber <pat.woelber@uni.edu>  
**To:**Gloria Gibson <gloria.gibson@uni.edu>

Gloria:

I talked with Bruce and he said that Dwight could reallocate that line to another department - it reduces their R & D support then. So, for example, as of July, R & D had a budget of 3.5 M (approximately); if you take that line (lets say \$100,000); then the R & D support would only have a budget of 3.4M next year.

He gave more details - for example, every month, Tonya in Fin Accounting

transfer from 1/12th of their budget to the R & D support account. When they started their budget year in July, everything was clear - no deficits, etc - and she transfers 1/12th of the "need" to the support account to cover all expenses. They had to plan accordingly in the months prior to determine their budget.

Pat

--

Pat Woelber  
Administrative Assistant to the Exec VP and Provost

Office of the Executive Vice President & Provost  
Seerley 1  
Cedar Falls, IA 50614-0707

Phone: 319-273-2517  
Fax: 319-273-3153

**Subject:** Re: french adjunct

**From:** "Lyn Countryman, Ph.D., NBCT" <lyn.countryman@uni.edu>

**Date:** 1/23/2012 8:17 AM

**To:** "Dwight C. Watson" <dwright.watson@uni.edu>

Dwight,

The resistance is not really so much from Joel, except when I asked the first semester he was concerned about the budget. From what I get, the resistance is from the Dept Head Jeff Copeland.

When the English department combined with the Modern Language Department, the "English" dept head

became the department head for the Combined dept. As far as I can tell, this isn't going very well. The

modern language group isn't happy. I have *heard* that Jeff has an "adjunct instructor" that he wants hire

(supposedly who is the spouse to another hire.)

that according to Aire Laire, the other french instructor is not qualified and hasn't taught.

Currently Elizabeth

is teaching a french class and the secondary french methods class, which is very appropriate as she has

the high school experience can make this methods class authentic for the students. I

would say, from

a teacher education perspective it would be important that Elizabeth be allowed to teach next year.

She really wants to do it and with Andrew Trout teaching middle school French and Spanish and 9th grade

French, we have Elizabeth free to teach. Right now they are paying for 1/2 her salary, which should continue

to happen, but if the budget is really difficult we would be willing to negotiate a little more than adjunct pay

for Elizabeth. What do you think?

lyn

On Jan 23, 2012, at 7:53 AM, Dwight C. Watson wrote:

Lyn, what is the resistance from Joel?

Sent from my iPad

On Jan 20, 2012, at 4:04 PM, "Lyn Countryman, Ph.D., NBCT" <[lyn.countryman@uni.edu](mailto:lyn.countryman@uni.edu)>

wrote:

Dear Joel, Dwight and Jeffrey,

I would like to entertain a discussion about next year and the needs for a faculty to teach french courses. I do know Elizabeth Zwanziger is an excellent instructor and would like to continue to teach these courses into next year.

Even though there are issues surrounding budget for these courses, I do believe that we could come to an agreement that would provide the highest quality instruction at a mediated cost and would serve both departments/colleges.

Let me know when you are available for this meeting.

Respectfully,

Lyn

**Subject:** Re: french adjunct

**From:** "Lyn Countryman, Ph.D., NBCT" <lyn.countryman@uni.edu>

**Date:** 1/23/2012 8:35 AM

**To:** "Dwight C. Watson" <dwright.watson@uni.edu>

What I mean is that we pay Elizabeth's salary, and the combined department would pay adjunct cost for teaching the classes that she is teaching.

On Jan 23, 2012, at 8:35 AM, Dwight C. Watson wrote:

When you say negotiate a little more than adjunct pay, do you mean MPLS pay a differential for Elizabeth to teach in the Modern Languages department?

Sent from my iPad

On Jan 23, 2012, at 8:17 AM, "Lyn Countryman, Ph.D., NBCT" <[lyn.countryman@uni.edu](mailto:lyn.countryman@uni.edu)> wrote:

Dwight,

The resistance is not really so much from Joel, except when I asked the first semester he was concerned about the budget. From what I get, the resistance is from the Dept Head Jeff Copeland.

When the English department combined with the Modern Language Department, the "English" dept head

became the department head for the Combined dept. As far as I can tell, this isn't going very well. The

modern language group isn't happy. I have *heard* that Jeff has an "adjunct instructor" that he wants hire

(supposedly who is the spouse to another hire.)

that according to Aire Laire, the other french instructor is not qualified and hasn't taught. Currently Elizabeth

is teaching a french class and the secondary french methods class, which is very appropriate as she has

the high school experience can make this methods class authentic for the students. I would say, from

a teacher education perspective it would important that Elizabeth be allowed to teach next year.

She really wants to do it and with Andrew Trout teaching middle school French and Spanish and 9th grade

French, we have Elizabeth free to teach. Right now they are paying for 1/2 her

salary, which should continue to happen, but if the budget is really difficult we would be willing to negotiate a little more than adjunct pay for Elizabeth. What do you think?

lyn

On Jan 23, 2012, at 7:53 AM, Dwight C. Watson wrote:

Lyn, what is the resistance from Joel?

Sent from my iPad

On Jan 20, 2012, at 4:04 PM, "Lyn Countryman, Ph.D., NBCT" <[lyn.countryman@uni.edu](mailto:lyn.countryman@uni.edu)> wrote:

Dear Joel, Dwight and Jeffrey,

I would like to entertain a discussion about next year and the needs for a faculty to teach french courses. I do know Elizabeth Zwanziger is an excellent instructor and would like to continue to teach these courses into next year.

Even though there are issues surrounding budget for these courses, I do believe

that we could come to an agreement that would provide the highest quality

instruction at a mediated cost and would serve both departments/colleges.

Let me know when you are available for this meeting.

Respectfully,

Lyn

RDDD School Study  
 GEF Cost of the Program and the Facility it Occupies  
 Version 1 - Transfer Tenure-Track Professors to C & I  
 Prepared December 12, 2011

CONFIDENTIAL

Cost Saving Projection: Elimination of RDDD School program and facility with exception of Fieldhouse.

General Educational Fund Direct Costs:

General Educational Fund transfer to the RDDD School 3,281,001

Less: Retain tenure-track professors of assistant or above

Countryman-tenured professor	81,648	
Stone-tenured professor	92,930	
Swann-tenured associate professor	93,401	
Beharka-probationary assistant professor	61,088	
Zwanziger-probationary assistant professor	61,513	
Cost to retain tenure track professors of asst & above		(390,580)

Net Direct General Educational Fund Savings 2,890,421

General Educational Fund Indirect Costs-Physical Plant:

Utilities-electricity (no meter--estimate)(fuel cost only)	96,876
Utilities-steam (metered)(fuel cost only)	123,078
Utilities-Non-heating gas-meter 2-13402	228
Utilities-Non-heating gas-meter 2-20365	587
Utilities-Water-meter 1441993	5,200
Utilities-Sewer-meter 1441993	11,948
Insurance 186,000 sq feet; 42.9 MM bldg; 5 MM contents	23,207
Custodial labor	204,698
Custodial supplies	19,204
Area maintenance	15,528
Preventative maintenance	6,197
Operations and maintenance labor	42,691
Operations and maintenance supplies and services	24,005
Outside vendor maintenance	3,123
Grounds Area VII horticultural maintenance	18,597
Grounds Area VII litter/trash removal	17,499
Pest control labor	2,110
Pest control supplies	127
Grounds Area VII turf-mowing, trimming, edging	14,494
Grounds Area VII Repair	1,466
North elevator preventative maintenance	751
North elevator repair	186
South elevator preventative maintenance	662
West elevator preventative maintenance	523
Total Indirect Costs	632,985 <i>Fy11</i>

Total Indirect Costs x .9 569,686

Total Possible Cost Savings 3,460,107

*Handwritten:* 12-12-11

RDDD School Study  
 GEF Cost of the Program and the Facility it Occupies  
 Version 2 - Transfer Tenure Track Professors & Tenured Instructors to C & I  
 Prepared December 12, 2011

CONFIDENTIAL

Cost Saving Projection: Elimination of RDDD School program and facility with exception of Fieldhouse.

General Educational Fund Direct Costs:

General Educational Fund transfer to the RDDD School 3,281,001

Less: Retain tenure-track professors of assistant or above

+3 { Countryman-tenured professor 81,648  
 Stone-tenured professor 92,930  
 Swann-tenured associated professor (Oct. 2011-retiring) 93,401  
 Beharka-probationary assistant professor 61,088  
 Zwanziger-probationary assistant professor 61,513  
 Cost to retain tenure track professors of asst & above (390,580)

Less: Retain tenured instructors

July 2011  
 Maltas-tenured instructor 61,034  
 Bromwich-tenured instructor 65,940  
 Lockhart-tenured instructor 69,968  
 Guenther-tenured instructor 80,206  
 Hoffman-tenured instructor 72,857  
 Spurr-tenured instructor 62,169  
 Weber-tenured instructor 81,082  
 Breitbach-tenured instructor 69,036  
 Stichter, Mary-tenured instructor 79,644  
 Knivslund-tenured instructor 76,912  
 Doyle-tenured instructor 73,686  
 Nielsen-tenured instructor 75,731  
 Dykstra-tenured instructor 88,467  
 Beckman-tenured instructor 79,072  
 Miller-tenured instructor 88,039  
 Struck-tenured instructor 92,135  
 Hawbaker-tenured instructor 79,274  
 Sticher, James-tenured instructor 76,652  
 Cryer-tenured instructor - (project Sork) 72,340  
 Cost to retain tenured instructors (1,444,244)

salary  
+ benefits

Net Direct General Educational Fund Savings 1,446,177

Continued on Next Page



CONFIDENTIAL

General Educational Fund Indirect Costs-Physical Plant:

Utilities-electricity (no meter--estimate)(fuel cost only)	96,876
Utilities-steam (metered)(fuel cost only)	123,078
Utilities-Non-heating gas-meter 2-13402	228
Utilities-Non-heating gas-meter 2-20365	587
Utilities-Water-meter 1441993	5,200
Utilities-Sewer-meter 1441993	11,948
Insurance 186,000 sq feet; 42.9 MM bldg; 5 MM contents	23,207
Custodial labor	204,698
Custodial supplies	19,204
Area maintenance	15,528
Preventative maintenance	6,197
Operations and maintenance labor	42,691
Operations and maintenance supplies and services	24,005
Outside vendor maintenance	3,123
Grounds Area VII horticultural maintenance	18,597
Grounds Area VII litter/trash removal	17,499
Pest control labor	2,110
Pest control supplies	127
Grounds Area VII turf-mowing, trimming, edging	14,494
Grounds Area VII Repair	1,466
North elevator preventative maintenance	751
North elevator repair	186
South elevator preventative maintenance	662
West elevator preventative maintenance	523
Total Indirect Costs	<u>632,985</u>

Total Indirect Costs x .9

569,686

Total Possible Cost Savings

2,015,863

Notes

Program costs are GEF costs per the F12 initial budget.  
January 1, 2012 salary increases for United Faculty are not included.

Indirect Physical Plant costs are F11 actual costs of the facility per the Job Cost System.

Electricity consumed by PLS is not metered, but steam consumption is metered. PLS utilizes 3.75 percent of campus steam production. Assumed 3.75 percent of electricity production.

Indirect costs do not include subsidies provided by College of Education for deficit elimination.

Labor concerns: UF contract provides for reduction in force. Temporary, term, and probationary tenure-track faculty must be eliminated before tenured faculty. UF would likely file grievances and a lawsuit. It may be possible to place P & S employees in other positions. P & S employees with continuing service must be provided 90 days notice and P & S employees with a term or probationary appointment should be provided 60 days notice. AFSCME employees have a contractual right to another position. A layoff plan must be filed with the Governor's Office for AFSCME employees. Any persons unemployed are entitled to unemployment compensation for 26 weeks. The University would be invoiced for the cost of the unemployment compensation by the State.

Assumed the facility would be razed with the exception of the Fieldhouse at a cost of \$1,500,000.

Deferred maintenance of \$16,976,850 could be removed from the list if the facility is razed.

Assumed the Fieldhouse would be assigned to Intercollegiate Athletics.

Assumed the Child Development Center would be moved to another facility.

Assumed 90 percent of Physical Plant indirect costs could be saved if the facility is razed. (The Fieldhouse is ten percent of the net assignable square feet.)

There is a \$170,000 ADA/Fire Safety Project underway in the facility. Should be stopped?

A \$4x,xxx dishwasher has been bid for the Nutrition Program. Should the order be placed on hold?

UNIVERSITY OF NORTHERN IOWA  
R & D School Data

GEF Support:

SWFB	\$ 3,215,675
Supplies & Svcs	65,326
Total Support	<u>\$ 3,281,001</u>

Employee Count:

1) Executive/Administrative/Managerial	1
2) Instruction (faculty) - 31	
Tenured	22
Probationary	(9) 2 shaded & 7
3) Faculty-Term/Renewable Term - hired fall '11 - 2 yf. 1 yf.	17
4) Other Professionals	6
5) Clerical and Secretarial	4
6) Technical/Paraprofessionals	1
Total Count	<u>60</u>

.1 Asst.  
Spec. Ed.  
3.3 HF  
2.0 - per pupil  
5.4

= FUND = 2800

from elsewhere  
1698 = Countyman.  
186 = State  
of their  
salary

Brace 12-12-11

5883 =

more PLS fin. info.

**Subject:** more PLS fin. info.

**From:** Brenda Buzynski <brenda.buzynski@uni.edu>

**Date:** 1/24/2012 6:48 PM

**To:** "Dr. Dwight C. Watson" <dwright.watson@uni.edu>, Ben Allen <ben.allen@uni.edu>, "Gloria.gibson@uni.edu" <Gloria.gibson@uni.edu>

More PLS financial info. - received late fall - 2011 from Mary Sue B. and Lyn C.

Brenda

--

Brenda Buzynski Ph.D.

UNI - Office of the President

20 Seerley Hall, Cedar Falls, IA 50614-0705

PH: 319-273-2566 FAX: 319-273-6494

[Brenda.Buzynski@uni.edu](mailto:Brenda.Buzynski@uni.edu)

The University of Northern Iowa provides transformative learning experiences that inspire students to embrace challenge, engage in critical inquiry and creative thought, and contribute to society.

—Attachments:—

---

MPLS.bartlett.10.30.11.pdf

496 KB

**Malcolm Price Laboratory School**  
**(Transforming to Iowa's Research & Development School)**  
**University of Northern Iowa**

**Comprehensive Budget - 2011-2012**

**Revenue**

General Fund Support	\$3,281,001.00	
Per Pupil Funds( N=342; \$5883/student)	\$2,011,986.00	
Special Education Monies	\$108,986.37	
MPLS Fees	\$65,867.00	
<b>Total</b>		<b>\$5,467,840.37</b>

**Expenses**

Regular Education	\$(4,824,087.00)	
Building	\$(342,944.36)	
<b>Total</b>		<b>\$(5,167,031.36)</b>

<b>Balance</b>		<b>\$300,809.01</b>
----------------	--	---------------------

University of Northern Iowa  
 Malcolm Price Laboratory School (Transforming to Iowa's Res  
 Comprehensive General Fund Revenue Budget  
 2011-2012

Resources  
 Ranell Richter 3-2414  
 Terry Ketter 3-2514  
 Lynn Countryman 3-2614  
 Carrie DeBerg 553-2422

Revenue:						Revenue
General Educational Fund Support						
Faculty, Acad Admin, & Institutional Officials						2,784,573
Professional and Scientific						201,713
General Service Salaried						53,343
General Service Hourly						190,510
Student Wages						5,294
Supplies and Services						31,662
Library Materials						13,984
						\$ 3,288,164.00
Total GEF Support						\$ 3,281,001.00
Open Enrollment Billings-Regular Education proposed 342 students*5883						\$ 2,011,986.00
Note: Billing all students from open enrollment area						
Special Education Billings (27x actual cost)						
Kim K Miller-Salary and Benefits						\$ 89,095.00
Kathryn A Conry-Salary and Benefits						\$ 58,044.00
Susan Croatt - Salary and Benefits						\$ 59,040.00
Graduate Assistant-L stipend + tuition						\$ 15,000.00
Graduate Assistant-tuition						
Supplies and Services						\$ 10,000.00
Total Special Education Costs						\$ 231,179.00
Subtracting the Cost of regular ed dollars that go to SpEd						\$ 210,707.00
5883 x 29	\$ 170,607.00	*12%	\$ 20,472.00			
Cost/pupil =	210,707	/29 total sts=	\$ 7,265.76			152,580.93
Cost/pupil/day	7,265.76	/180 days	\$ 41.76			
Subtract tuition in students (6) 6* 7265.76						\$ (43,594.58)
Total Special Education Support						\$ 108,986.37
Note: Contracts are required with AEA 267 for the schools in special education pool and with a district						
If it is not in the special education pool. Note: All PLS Special Education Students have a level 1 IEP						
Fee Revenue:						
Instrument Rental Fee-Band (45 x \$80)						3,556
Instrument Rental Fee-Orchestra (36 x \$80)						2,607
Instrument Rental Fee-Percussion (6 x \$53)						400
Instructional Materials Fee K-4 (83* \$45)						3,735
Instructional Materials Fee 5-12 (241* \$90)						21,690
Nursery School (PK) Program Fee (22 x \$1,540)						33,880
Lost/Not Returned Library Books						?
Late Payment Fees (at University cost)						?
Textbook-Unreasonable Wear & Loss						?
Total Fee Revenue						\$ 65,867.00
Total R & D REVENUE						\$ 5,467,840.37
Accounts & Costs						
Regular Education (Development and Dissemination)						\$ (2,265,635.00)
Building						\$ (342,944.36)
Elementary, Middle & High School						\$ (52,700.00)
Special Education, Guidance & Nurses						\$ (450,042.00)
Speech, PD & Research, Library						\$ (124,773.00)
Technology						\$ (215,268.00)
Administration						\$ (274,115.00)
Merit						\$ (847,440.00)
Music						\$ (193,760.00)
Activities						\$ (69,400.00)
Athletics						\$ (402,988.00)
Lunch/Breakfast- Food						\$ (128,066.00)
				Total costs		\$ (5,167,031.36)
BALANCE						\$ 300,809.01

Get this  
corrected by  
Lyn.

<b>Revenue:</b>							
<b>General Educational Fund Support</b>							<b>Revenue</b>
Faculty, Acad Admin, & Institutional Officials							2,761,678
Professional and Scientific							201,713
General Service Salaried							63,843
General Service Hourly							190,810
Student Wages							5,294
Supplies and Services							51,662
Library Materials							13,664
						\$	3,288,164.00
<b>Total GEF Support</b>							<b>\$ 3,281,001.00</b>
<b>Open Enrollment Billings-Regular Education proposed 347 students*5883</b>							<b>\$ 2,041,401.00</b>
Note: Billing all students from open enrollment area							
<b>Special Education Billings (27x actual cost)</b>							
Kim K Miller-Salary and Benefits						\$	88,039.00
Kathryn A Conry-Salary and Benefits						\$	57,455.00
New Middle School Faculty Member						\$	59,040.00
Graduate Assistant -stipend						\$	8,892.00
Graduate Assistant -tuition						\$	7,476.00
Supplies and Services						\$	20,000.00
<b>Total Special Education Costs</b>						\$	240,902.00
Subtracting the Cost of regular ed dollars that go to SpN						\$	221,841.08
5883 x 27 \$ 158,841.00 *12%						\$	19,060.92
							202,780
Cost/pupil = 202,780 /27 total sts=						\$	7,510.38
Cost/pupil/day 7,510.38 /180 days						\$	43.16
deduct those special ed students who tuition-in(0)							
<b>Total Special Education Support</b>						\$	167,717.90
Note: Contracts are required with AEA 267 for the schools in special education pool and with a district if it is not in the special education pool.							
Note: All PLS Special Education Students have a level 1 IEP.							
<b>Fee Revenue:</b>							
Instrument Rental Fee-Band (45 x \$80)							3,555
Instrument Rental Fee-Orchestra (36 x \$80)							2,607
Instrument Rental Fee-Percussion (8 x \$50)							400
Instructional Materials Fee K-4 (107* \$45)							4,815
Instructional Materials Fee 5-12 (241* \$90)							21,690
Nursery School (PK) Program Fee (19 x \$1,540)							29,260
Lost/Not Returned Library Books						?	
Late Payment Fees (at University cost)						?	
Textbook-Unreasonable Wear & Loss						?	
<b>Total Fee Revenue</b>						\$	62,327.00
<b>Total R &amp; D REVENUE</b>						\$	5,642,448.90
<b>Accounts &amp; Costs</b>							
Regular Education						\$	3,222,856.00
Building						\$	248,329.31
Elementary, Middle & High School						\$	20,600.00
Special Education, Guidance & Nurses						\$	299,266.00
Speech, PD, Library						\$	173,002.00
Technology						\$	194,113.00
Administration						\$	388,131.00
Merit						\$	320,866.00
Music						\$	173,937.00
Activities						\$	59,800.00
Athletics						\$	205,800.00
Meals						\$	236,752.00
Total costs						\$	5,515,352.00
<b>BALANCE</b>						\$	27,094.90

**Subject:** Re: Employee count at R&D School

**From:** Brenda Buzynski <brenda.buzynski@uni.edu>

**Date:** 1/24/2012 6:50 PM

**To:** Benjamin Allen <allenbaf@uni.edu>, Gloria Gibson <Gloria.Gibson@uni.edu>, "Dr. Dwight C. Watson" <dwright.watson@uni.edu>

more info. on PLS - from Bruce - 12.16.11. - Brenda

Bruce Rieks said the following on 12/16/2011 3:50 PM:

All,

As requested from our recent meeting, I have attached a file the displays the employee count at the R&D School for FY 2009 through FY 2012. The net increase over that time frame is 15. The primary increase is with Faculty-Term/Renewable Term.

I also reviewed the R&D Athletic budget. I discovered that the sheet provided by Lynn that totaled \$402,988 for Athletics included a formula error of \$153,644. Her amount should be \$249,344. I requested that Lynn confirm this since even this amount is not the same as what was formally submitted for the FY 2012 R&D Athletic budget. I will update once I receive her confirmation. By the way, my question to Lynn was asked strictly as a confirmation of one report to another. Please let me know if you have any additional questions concerning this information.

Thanks,

Bruce

--

Brenda Buzynski Ph.D.

UNI - Office of the President

20 Seerley Hall, Cedar Falls, IA 50614-0705

PH: 319-273-2566 FAX: 319-273-6494

[Brenda.Buzynski@uni.edu](mailto:Brenda.Buzynski@uni.edu)

The University of Northern Iowa provides transformative learning experiences that inspire students to embrace challenge, engage in critical inquiry and creative thought, and contribute to society.



**Subject:** Re: Employee count at R&D School

**From:** Dwight Watson <dwight.watson@uni.edu>

**Date:** 1/24/2012 9:30 PM

**To:** Brenda Buzynski <brenda.buzynski@uni.edu>

**CC:** Benjamin Allen <allenbaf@uni.edu>, Gloria Gibson <Gloria.Gibson@uni.edu>

Thanks Bruce. I will need your expertise to discuss the budget further. I will work on scheduling a meeting next week.

On Tue, Jan 24, 2012 at 6:50 PM, Brenda Buzynski <brenda.buzynski@uni.edu> wrote:  
more info. on PLS - from Bruce - 12.16.11. - Brenda

Bruce Rieks said the following on 12/16/2011 3:50 PM:

All,

As requested from our recent meeting, I have attached a file the displays the employee count at the R&D School for FY 2009 through FY 2012. The net increase over that time frame is 15. The primary increase is with Faculty-Term/Renewable Term.

I also reviewed the R&D Athletic budget. I discovered that the sheet provided by Lynn that totaled \$402,988 for Athletics included a formula error of \$153,644. Her amount should be \$249,344. I requested that Lynn confirm this since even this amount is not the same as what was formally submitted for the FY 2012 R&D Athletic budget. I will update once I receive her confirmation. By the way, my question to Lynn was asked strictly as a confirmation of one report to another.

Please let me know if you have any additional questions concerning this information.

Thanks,

Bruce

---

Brenda Buzynski Ph.D.

UNI - Office of the President

20 Seerley Hall, Cedar Falls, IA 50614-0705

PH: 319-273-2566 FAX: 319-273-6494

Brenda.Buzynski@uni.edu

The University of Northern Iowa provides transformative learning experiences that inspire students to embrace challenge, engage in critical inquiry and creative thought, and contribute to society.

**Subject:** RE: Re: Fwd: Iowa's R&D Innovation Center  
**From:** "Dr. Dwight C. Watson" <dwright.watson@uni.edu>  
**Date:** 2/6/2012 10:14 AM  
**To:** "Gloria Gibson" <gloria.gibson@uni.edu>

I would take this to the Teacher Education Executive Council to move forward, but not at this time.

Dr. Dwight C. Watson  
Dean, College of Education  
University of Northern Iowa

---

**From:** Gloria Gibson [mailto:gloria.gibson@uni.edu]  
**Sent:** Monday, February 06, 2012 7:53 AM  
**To:** Dwight Watson  
**Subject:** Fwd: Re: Fwd: Iowa's R&D Innovation Center

Dwight:

Please see Ben's statement below. Thanks again... Gloria

----- Original Message -----

**Subject:**Re: Fwd: Iowa's R&D Innovation Center  
**Date:**Sun, 05 Feb 2012 18:52:29 -0600  
**From:**Ben Allen <ben.allen@uni.edu>  
**Organization:**University of Northern Iowa  
**To:**Gloria Gibson <gloria.gibson@uni.edu>

Gloria,

This is a very good first start. Eventually, I would like to see more of the entire university involved but this is very good.

Ben

Gloria Gibson said the following on 2/5/2012 3:51 PM:  
Ben:

Dwight has captured some of the major framework for the new R&D. Hopefully there is enough here to give the board an idea of what we'd like to pursue in the new structure. Gloria

----- Original Message -----

**Subject:**Iowa's R&D Innovation Center  
**Date:**Fri, 3 Feb 2012 15:25:26 -0600  
**From:**Dr. Dwight C. Watson <dwright.watson@uni.edu>  
**To:**Gloria Gibson <gloria.gibson@uni.edu>, Pat Woelber <pat.woelber@uni.edu>

Gloria, based on your request, this is what I crafted. Call me anytime this

weekend at 651-206-4679.

--

Benjamin J. Allen  
President  
University of Northern Iowa  
20 Seerley Hall  
Cedar Falls, Iowa 50614-0705

Phone: 319-273-2566  
For deaf or hard of hearing, use Relay 711  
Fax: 319-273-6494

**Subject:** RE: PLS/R&D School  
**From:** "Dr. Dwight C. Watson" <dwright.watson@uni.edu>  
**Date:** 2/6/2012 4:17 PM  
**To:** "'Bruce Rieks'" <bruce.rieks@uni.edu>

Thanks again.

Dr. Dwight C. Watson  
Dean, College of Education  
University of Northern Iowa

**From:** Bruce Rieks [mailto:bruce.rieks@uni.edu]  
**Sent:** Monday, February 06, 2012 3:27 PM  
**To:** Dwight Watson  
**Subject:** PLS/R&D School

Dwight,

I have attached a file with two worksheets; one in R&D Reduction and the other in R&D Breakdown. The is a first attempt at applying your recent request to an analysis of the R&D School. As such, my hope is that this will serve as a foundation to update as we receive more input. Please note that the worksheet tabs are highlighted in red.

I welcome any questions or suggestions you may have.

Bruce Rieks

**Subject:** RE: PLS/R&D School

**From:** "Dr. Dwight C. Watson" <dwright.watson@uni.edu>

**Date:** 2/6/2012 4:57 PM

**To:** "Bruce Rieks" <bruce.rieks@uni.edu>

May be I am missing something, but when I reviewed the budgets, I just saw this year's numbers and not the 1.5 million reduction.

Dr. Dwight C. Watson  
Dean, College of Education  
University of Northern Iowa

**From:** Bruce Rieks [mailto:bruce.rieks@uni.edu]

**Sent:** Monday, February 06, 2012 3:27 PM

**To:** Dwight Watson

**Subject:** PLS/R&D School

Dwight,

I have attached a file with two worksheets; one in R&D Reduction and the other in R&D Breakdown. This is a first attempt at applying your recent request to an analysis of the R&D School. As such, my hope is that this will serve as a foundation to update as we receive more input. Please note that the worksheet tabs are highlighted in red.

I welcome any questions or suggestions you may have.

Bruce Rieks

**Subject:** RE: PLS/R&D School  
**From:** "Dr. Dwight C. Watson" <dwright.watson@uni.edu>  
**Date:** 2/6/2012 5:13 PM  
**To:** "Bruce Rieks" <bruce.rieks@uni.edu>

I will call you tomorrow. What is your number?

Dr. Dwight C. Watson  
Dean, College of Education  
University of Northern Iowa

**From:** Bruce Rieks [mailto:bruce.rieks@uni.edu]  
**Sent:** Monday, February 06, 2012 5:02 PM  
**To:** Dr. Dwight C. Watson  
**Subject:** Re: PLS/R&D School

Dwight,

The individual budgets and the reductions start at around line 70. The top portion is summary information. Give me a call if you want a quik walk-through.

Bruce

On Mon, Feb 6, 2012 at 4:57 PM, Dr. Dwight C. Watson <dwright.watson@uni.edu> wrote:  
May be I am missing something, but when I reviewed the budgets, I just saw this year's numbers and not the 1.5 million reduction.

Dr. Dwight C. Watson  
Dean, College of Education  
University of Northern Iowa

**From:** Bruce Rieks [mailto:bruce.rieks@uni.edu]  
**Sent:** Monday, February 06, 2012 3:27 PM  
**To:** Dwight Watson  
**Subject:** PLS/R&D School

Dwight,

I have attached a file with two worksheets; one in R&D Reduction and the other in R&D Breakdown. The is a first attempt at applying your recent request to an analysis of the R&D School. As such, my hope is that this will serve as a foundation to update as we receive more input. Please note that the worksheet tabs are highlighted in red.

I welcome any questions or suggestions you may have.

Bruce Rieks

**Subject:** FW: PLS/R&D School

**From:** "Dr. Dwight C. Watson" <dwright.watson@uni.edu>

**Date:** 2/7/2012 4:47 PM

**To:** "Gloria Gibson" <gloria.gibson@uni.edu>, "Ben Allen" <ben.allen@uni.edu>

**CC:** "Brenda Buzynski" <brenda.buzynski@uni.edu>

Ben and Gloria here are the budget models from Bruce. I think with this model, we could maintain the school. I would love to discuss this with you Provost before our meeting on Friday. We could invite Bruce in order to provide tailored interpretations.

Dr. Dwight C. Watson

Dean, College of Education

University of Northern Iowa

**From:** Bruce Rieks [mailto:bruce.rieks@uni.edu]

**Sent:** Monday, February 06, 2012 3:27 PM

**To:** Dwight Watson

**Subject:** PLS/R&D School

Dwight,

I have attached a file with two worksheets; one in R&D Reduction and the other in R&D Breakdown. The is a first attempt at applying your recent request to an analysis of the R&D School. As such, my hope is that this will serve as a foundation to update as we receive more input. Please note that the worksheet tabs are highlighted in red.

I welcome any questions or suggestions you may have.

Bruce Rieks

— Attachments: —

R&D school Breakdown\_SSS\_1.xlsx

160 KB

# UNIVERSITY OF NORTHERN IOWA

## R&D School Summary and Detail thru Jan 31, 2012

w. breakdown into Instruction, Teacher Prep, R&D, and Facilities

### R&D School Summary

#### R&D School General Fund

	FY 2012 Budgeted	YTD Actual	Encumbered
Sales & Svcs	2,328,130	1,049,965	0
Transfers In - Support	3,281,001	1,923,343	0
Transfers In	0	10,794	0
<b>Total Revenue</b>	<b>5,609,131</b>	<b>2,984,102</b>	<b>0</b>
Personnel	4,456,877	2,389,842	1,518,900
Supplies & Svcs	1,031,560	220,531	(27,406)
Transfers Out	120,694	100,889	0
<b>Total Expense</b>	<b>5,609,131</b>	<b>2,711,261</b>	<b>1,491,494</b>
<b>Revenue Over(Under) Expense</b>	<b>0</b>	<b>272,841</b>	<b>(1,491,494)</b>

#### R&D Nutrition Fund

	FY 2012 Budgeted	YTD Actual	Encumbered
Sales & Svcs	134,855	83,800	0
Transfers In - Support	0	0	0
Transfers In	100,889	100,889	0
<b>Total Revenue</b>	<b>235,744</b>	<b>184,689</b>	<b>0</b>
Personnel	131,940	68,669	43,176
Personnel	103,804	64,458	105
Supplies & Svcs	0	0	0
Transfers Out	235,744	133,128	43,281
<b>Revenue Over(Under) Expense</b>	<b>0</b>	<b>51,562</b>	<b>(43,281)</b>

(misc activity no included below)

#### R&D Activity Fund

	FY 2012 Budgeted	YTD Actual	Encumbered
Sales & Svcs	33,395	19,463	0
Transfers In - Support	0	0	0
Transfers In	19,805	1,613	0
<b>Total Revenue</b>	<b>53,200</b>	<b>21,076</b>	<b>0</b>
Personnel	0	3,554	0
Supplies & Svcs	53,200	17,566	0
Transfers Out	0	0	0
<b>Total Expense</b>	<b>53,200</b>	<b>21,120</b>	<b>0</b>
<b>Revenue Over(Under) Expense</b>	<b>0</b>	<b>(44)</b>	<b>0</b>



(misc activity no included below)

**Conferences/Workshops**

	<b>FY 2012 Budgeted</b>	<b>YTD Actual</b>	<b>Encumbered</b>
Sales & Svcs	168,250	103,091	0
Transfers In - Support	0	0	0
Transfers In	120,694	125,836	0
<b>Total Revenue</b>	<b>288,944</b>	<b>228,928</b>	<b>0</b>
Personnel	131,940	72,223	43,176
Supplies & Svcs	157,004	86,148	105
Transfers Out	0	0	0
<b>Total Expense</b>	<b>288,944</b>	<b>158,370</b>	<b>43,281</b>
<b>Revenue Over(Under) Expense</b>	<b>0</b>	<b>70,557</b>	<b>(43,281)</b>

**R&D School Budget Detail**

**R&D School General Fund**

	<b>FY 2012 Budgeted</b>	<b>YTD Actual</b>	<b>Encumbered</b>
Sales & Svcs	2,563,874	1,049,965	0
Transfers In - Support	3,281,001	1,923,343	0
Transfers In	0	10,794	0
<b>Total Revenue</b>	<b>5,844,875</b>	<b>2,984,102</b>	<b>0</b>
Personnel	2,786,110	1,647,761	1,102,864
Supplies & Svcs	511,003	49,395	(34,406)
Transfers Out	120,694	100,889	0
<b>Total Expense</b>	<b>3,417,807</b>	<b>1,798,045</b>	<b>1,068,459</b>

**R&D School - Ops & Maint**

	<b>FY 2012 Budgeted</b>	<b>YTD Actual</b>	<b>Encumbered</b>
Personnel	0	0	0
Supplies & Svcs	251,000	66,114	0
Transfers Out	0	0	0
<b>Total Expense</b>	<b>251,000</b>	<b>66,114</b>	<b>0</b>

**R&D School - Elementary**

	<b>FY 2012 Budgeted</b>	<b>YTD Actual</b>	<b>Encumbered</b>
Personnel	0	0	0
Supplies & Svcs	5,000	5,637	0
Transfers Out	0	0	0
<b>Total Expense</b>	<b>5,000</b>	<b>5,637</b>	<b>0</b>

**R&D School - Middle School**

	<b>FY 2012 Budgeted</b>	<b>YTD Actual</b>	<b>Encumbered</b>
Personnel	0	0	0
Supplies & Svcs	4,000	2,872	0
Transfers Out	0	0	0
<b>Total Expense</b>	<b>4,000</b>	<b>2,872</b>	<b>0</b>

**R&D School - High School**

	<b>FY 2012 Budgeted</b>	<b>YTD Actual</b>	<b>Encumbered</b>
Personnel	0	0	0
Supplies & Svcs	12,000	2,466	0
Transfers Out	0	0	0
<b>Total Expense</b>	<b>12,000</b>	<b>2,466</b>	<b>0</b>

**R&D School -Special Educ**

	<b>FY 2012 Budgeted</b>	<b>YTD Actual</b>	<b>Encumbered</b>
Personnel	196,003	71,613	49,338
Supplies & Svcs	23,075	2,013	380
Transfers Out	0	0	0
<b>Total Expense</b>	<b>219,078</b>	<b>73,626</b>	<b>49,718</b>

**R&D School - Voc & Tech**

	<b>FY 2012 Budgeted</b>	<b>YTD Actual</b>	<b>Encumbered</b>
Personnel	0	0	0
Supplies & Svcs	0	14	0
Transfers Out	0	0	0
<b>Total Expense</b>	<b>0</b>	<b>14</b>	<b>0</b>

**R&D School - Guidance Svcs**

	<b>FY 2012 Budgeted</b>	<b>YTD Actual</b>	<b>Encumbered</b>
Personnel	151,958	87,060	60,927
Supplies & Svcs	2,000	1,482	265
Transfers Out	0	0	0
<b>Total Expense</b>	<b>153,958</b>	<b>88,542</b>	<b>61,192</b>

**R&D - Other Support Svcs**

	<b>FY 2012 Budgeted</b>	<b>YTD Actual</b>	<b>Encumbered</b>
Personnel	79,274	46,364	33,504
Supplies & Svcs	0	95	0
Transfers Out	0	0	0
<b>Total Expense</b>	<b>79,274</b>	<b>46,460</b>	<b>33,504</b>

<b>R&amp;D - Inst &amp; Curriculum Dev</b>	<b>FY 2012 Budgeted</b>	<b>YTD Actual</b>	<b>Encumbered</b>
Personnel	0	0	0
Supplies & Svcs	0	4,521	80
Transfers Out	0	0	0
<b>Total Expense</b>	<b>0</b>	<b>4,521</b>	<b>80</b>

<b>R&amp;D School - Nursing</b>	<b>FY 2012 Budgeted</b>	<b>YTD Actual</b>	<b>Encumbered</b>
Personnel	67,496	32,606	21,344
Supplies & Svcs	2,940	912	105
Transfers Out	0	0	0
<b>Total Expense</b>	<b>70,436</b>	<b>33,518</b>	<b>21,449</b>

<b>R&amp;D School - Speech Path &amp; Aud</b>	<b>FY 2012 Budgeted</b>	<b>YTD Actual</b>	<b>Encumbered</b>
Personnel	19,184	9,350	7,266
Supplies & Svcs	0	147	105
Transfers Out	0	0	0
<b>Total Expense</b>	<b>19,184</b>	<b>9,497</b>	<b>7,371</b>

<b>R&amp;D School - Ed Media Svcs</b>	<b>FY 2012 Budgeted</b>	<b>YTD Actual</b>	<b>Encumbered</b>
Personnel	55,410	32,376	23,352
Supplies & Svcs	19,134	7,275	105
Transfers Out	0	0	0
<b>Total Expense</b>	<b>74,544</b>	<b>39,651</b>	<b>23,457</b>

<b>R&amp;D - Technology Svcs</b>	<b>FY 2012 Budgeted</b>	<b>YTD Actual</b>	<b>Encumbered</b>
Personnel	127,324	72,172	52,221
Supplies & Svcs	79,680	24,235	140
Transfers Out	0	0	0
<b>Total Expense</b>	<b>207,004</b>	<b>96,407</b>	<b>52,361</b>

<b>R&amp;D School - Exec Admin Svcs</b>	<b>FY 2012 Budgeted</b>	<b>YTD Actual</b>	<b>Encumbered</b>
Personnel	135,376	0	0
Supplies & Svcs	5,480	1,402	150
Transfers Out	0	0	0
<b>Total Expense</b>	<b>140,856</b>	<b>1,402</b>	<b>150</b>

**R&D School - Ofc of Principal**

	<b>FY 2012</b>	<b>YTD</b>	
	<b>Budgeted</b>	<b>Actual</b>	<b>Encumbered</b>
Personnel	180,069	101,992	62,306
Supplies & Svcs	4,220	13,050	3,890
Transfers Out	0	0	0
<b>Total Expense</b>	<b>184,289</b>	<b>115,042</b>	<b>66,196</b>

**R&D School - Fiscal Svcs**

	<b>FY 2012</b>	<b>YTD</b>	
	<b>Budgeted</b>	<b>Actual</b>	<b>Encumbered</b>
Personnel	361,655	178,520	56,642
Supplies & Svcs	1,000	4,937	1,180
Transfers Out	0	0	0
<b>Total Expense</b>	<b>362,655</b>	<b>183,456</b>	<b>57,822</b>

**R&D School - Band**

	<b>FY 2012</b>	<b>YTD</b>	
	<b>Budgeted</b>	<b>Actual</b>	<b>Encumbered</b>
Personnel	102,256	29,771	19,848
Supplies & Svcs	14,210	13,613	105
Transfers Out	0	0	0
<b>Total Expense</b>	<b>116,466</b>	<b>43,384</b>	<b>19,953</b>

**R&D School - Orchestra**

	<b>FY 2012</b>	<b>YTD</b>	
	<b>Budgeted</b>	<b>Actual</b>	<b>Encumbered</b>
Personnel	52,520	23,652	16,920
Supplies & Svcs	12,112	811	105
Transfers Out	0	0	0
<b>Total Expense</b>	<b>64,632</b>	<b>24,463</b>	<b>17,025</b>

**R&D School - Orchestra**

	<b>FY 2012</b>	<b>YTD</b>	
	<b>Budgeted</b>	<b>Actual</b>	<b>Encumbered</b>
Personnel	0	0	0
Supplies & Svcs	0	0	0
Transfers Out	0	0	0
<b>Total Expense</b>	<b>0</b>	<b>0</b>	<b>0</b>

**R&D Activities - Student Tran**

	<b>FY 2012</b>	<b>YTD</b>	
	<b>Budgeted</b>	<b>Actual</b>	<b>Encumbered</b>
Personnel	3,516	1,209	0
Supplies & Svcs	43,100	4,341	0
Transfers Out	0	0	0

<b>Total Expense</b>	<b>46,616</b>	<b>5,549</b>	<b>0</b>
<b>R&amp;D Athletics</b>	<b>FY 2012 Budgeted</b>	<b>YTD Actual</b>	<b>Encumbered</b>
Personnel	138,726	50,791	12,367
Supplies & Svcs	4,556	7,762	390
Transfers Out	0	0	0
<b>Total Expense</b>	<b>143,282</b>	<b>58,553</b>	<b>12,757</b>
<b>R&amp;D Athletics - O&amp;M</b>	<b>FY 2012 Budgeted</b>	<b>YTD Actual</b>	<b>Encumbered</b>
Personnel	0	0	0
Supplies & Svcs	11,300	7,018	0
Transfers Out	0	0	0
<b>Total Expense</b>	<b>11,300</b>	<b>7,018</b>	<b>0</b>
<b>R&amp;D Athletics - Trans</b>	<b>FY 2012 Budgeted</b>	<b>YTD Actual</b>	<b>Encumbered</b>
Personnel	0	4,605	0
Supplies & Svcs	25,750	420	0
Transfers Out	0	0	0
<b>Total Expense</b>	<b>25,750</b>	<b>5,026</b>	<b>0</b>
<b>R&amp;D Nutrition Fund</b>	<b>FY 2012 Budgeted</b>	<b>YTD Actual</b>	<b>Encumbered</b>
Personnel	131,940	68,669	43,176
Supplies & Svcs	103,804	64,458	105
Transfers Out	0	0	0
<b>Total Expense</b>	<b>235,744</b>	<b>133,128</b>	<b>43,281</b>
	<b>5,844,875</b>	<b>2,844,389</b>	<b>1,534,775</b>

5,609,131

<b>Actual &amp; Encumbered</b>	<b>Budget Variance</b>
1,049,965	(1,278,165)
1,923,343	(1,357,658)
10,794	10,794
2,984,102	(2,625,029)

3,908,742	548,135
193,125	838,435
100,889	19,805
4,202,756	1,406,375
(1,218,654)	(1,218,654)

<b>Actual &amp; Encumbered</b>	<b>Budget Variance</b>
83,800	(51,055)
0	0
100,889	0
184,689	(51,055)

111,845	20,095
64,563	39,241
0	0
176,408	59,336
8,281	8,281

<b>Actual &amp; Encumbered</b>	<b>Budget Variance</b>
19,463	(13,932)
0	0
1,613	(18,192)
21,076	(32,124)

3,554	(3,554)
17,566	35,634
0	0
21,120	32,080
(44)	(44)

Actual & Encumbered	Budget Variance
103,091	(65,159)
0	0
125,836	5,142
228,928	(60,016)
115,399	16,541
86,253	70,751
0	0
201,651	87,293
27,277	27,277

Actual & Encumbered	Budget Variance
1,049,965	(1,513,909)
1,923,343	(1,357,658)
10,794	10,794
2,984,102	(2,860,773)
2,750,625	35,485
14,989	496,014
100,889	19,805
2,866,503	551,304

Actual & Encumbered	Budget Variance
0	0
66,114	184,886
0	0
66,114	184,886

Actual & Encumbered	Budget Variance
0	0
5,637	(637)
0	0
5,637	(637)

#### Breakdown PLS/R&D into Four Categories

Teacher			
Instruction	Prep	R&D	Facilities
2,563,874			
820,250	820,250	820,250	820,250
3,384,124	820,250	820,250	820,250
1,393,055	696,528	696,528	
511,003			
120,694			
2,024,752	696,528	696,528	-
			-
			251,000
			-
-	-	-	251,000
5,000			
-			
5,000	-	-	-

Actual & Encumbered	Budget Variance
0	0
2,872	1,128
0	0
2,872	1,128

Actual & Encumbered	Budget Variance
0	0
2,466	9,534
0	0
2,466	9,534

Actual & Encumbered	Budget Variance
120,952	75,051
2,393	20,682
0	0
123,345	95,733

Actual & Encumbered	Budget Variance
0	0
14	(14)
0	0
14	(14)

Actual & Encumbered	Budget Variance
147,987	3,971
1,747	253
0	0
149,734	4,224

Actual & Encumbered	Budget Variance
79,868	(594)
95	(95)
0	0
79,963	(689)

4,000			
4,000			-

12,000			
12,000	-	-	-

98,002	49,001	49,001	
23,075			
121,077	49,001	49,001	-

-	-	-	
-			
-			
-	-	-	-

75,979	37,990	37,990	
2,000			
77,979	37,990	37,990	-

39,637	19,819	19,819	
39,637	19,819	19,819	-



Actual & Encumbered	Budget Variance
0	0
4,601	(4,601)
0	0
4,601	(4,601)

Actual & Encumbered	Budget Variance
53,950	13,546
1,017	1,923
0	0
54,967	15,469

Actual & Encumbered	Budget Variance
16,616	2,568
252	(252)
0	0
16,868	2,316

Actual & Encumbered	Budget Variance
55,728	(318)
7,380	11,754
0	0
63,108	11,436

Actual & Encumbered	Budget Variance
124,393	2,931
24,375	55,305
0	0
148,768	58,236

Actual & Encumbered	Budget Variance
0	135,376
1,552	3,928
0	0
1,552	139,304

-	-	-	-
67,496			
2,940			
70,436	-	-	-
19,184			
19,184	-	-	-
27,705	13,853	13,853	
19,134			
46,839	13,853	13,853	-
63,662	31,831	31,831	
79,680			
143,342	31,831	31,831	-
67,688	33,844	33,844	
5,480			
73,168	33,844	33,844	-

<b>Actual &amp; Encumbered</b>	<b>Budget Variance</b>
164,298	15,771
16,940	(12,720)
0	0
<b>181,238</b>	<b>3,051</b>
<b>Actual &amp; Encumbered</b>	<b>Budget Variance</b>
235,162	126,493
6,117	(5,117)
0	0
<b>241,279</b>	<b>121,376</b>
<b>Actual &amp; Encumbered</b>	<b>Budget Variance</b>
49,619	52,637
13,718	492
0	0
<b>63,336</b>	<b>53,130</b>
<b>Actual &amp; Encumbered</b>	<b>Budget Variance</b>
40,572	11,948
916	11,196
0	0
<b>41,488</b>	<b>23,144</b>
<b>Actual &amp; Encumbered</b>	<b>Budget Variance</b>
0	0
0	0
0	0
<b>0</b>	<b>0</b>
<b>Actual &amp; Encumbered</b>	<b>Budget Variance</b>
1,209	2,307
4,341	38,759
0	0

90,035	45,017	45,017
4,220		
<b>94,255</b>	<b>45,017</b>	<b>45,017</b>
<b>180,828</b>	<b>90,414</b>	<b>90,414</b>
<b>1,000</b>		
<b>181,828</b>	<b>90,414</b>	<b>90,414</b>
<b>102,256</b>		
<b>14,210</b>		
<b>116,466</b>	<b>-</b>	<b>-</b>
<b>52,520</b>		
<b>12,112</b>		
<b>-</b>		
<b>64,632</b>	<b>-</b>	<b>-</b>
<b>-</b>	<b>-</b>	<b>-</b>
<b>-</b>	<b>-</b>	<b>-</b>
<b>-</b>	<b>-</b>	<b>-</b>
<b>3,516</b>		
<b>43,100</b>		
<b>-</b>		

5,549	41,067
<b>Actual &amp; Encumbered</b>	<b>Budget Variance</b>
63,158	75,568
8,152	(3,596)
0	0
71,310	71,972
<b>Actual &amp; Encumbered</b>	<b>Budget Variance</b>
0	0
7,018	4,282
0	0
7,018	4,282
<b>Actual &amp; Encumbered</b>	<b>Budget Variance</b>
4,605	(4,605)
420	25,330
0	0
5,026	20,724
<b>Actual &amp; Encumbered</b>	<b>Budget Variance</b>
111,845	20,095
64,563	39,241
0	0
176,408	59,336
4,379,164	1,465,711

46,616	-	-	-
138,726			
4,556			
-			
143,282	-	-	-
-			
11,300			
-			
11,300	-	-	-
-			
25,750			
-			
25,750	-	-	-
131,940			
103,804			
-			
235,744	-	-	-
3,557,286	1,018,295	1,018,295	251,000

(173,161) (198,045) (198,045) 569,250

i

0.5

0.25

5,844,875

0.25

**Subject:** 2 pages - vision - r&d

**From:** Brenda Buzynski <brenda.buzynski@uni.edu>

**Date:** 2/15/2012 4:16 PM

**To:** "Glass, Jason [ED]" <Jason.Glass@iowa.gov>, Ben Allen <ben.allen@uni.edu>, "Dr. Dwight C. Watson" <dwright.watson@uni.edu>, "Gloria.gibson@uni.edu" <Gloria.gibson@uni.edu>, Patricia G Woelber <Pat.Woelber@uni.edu>, PATRICIA L GEADELMANN <Patricia.Geadelmann@uni.edu>

**CC:** "jennifer.Yarrow@uni.edu" <jennifer.Yarrow@uni.edu>

Ben, Jason, Gloria, Dwight, and Pat -

Attached is a 2 page document - regarding "visioning r&d for the future" --- this is a brief recap from the Mon. meeting - and only includes info. on "vision".

Albeit brief, but the 2 pages - may provide some of the context - re: the future for r&d etc.

If questions, please let me know. Thanks, Brenda (Katie M. - was sent this document also.)

--

Brenda Buzynski Ph.D.  
UNI - Office of the President  
20 Seerley Hall, Cedar Falls, IA 50614-0705  
PH: 319-273-2566 FAX: 319-273-6494  
[Brenda.Buzynski@uni.edu](mailto:Brenda.Buzynski@uni.edu)

The University of Northern Iowa provides transformative learning experiences that inspire students to embrace challenge, engage in critical inquiry and creative thought, and contribute to society.

---

— Attachments: —

Visioning RD in future.docx

22.3 KB

**Subject:** those who live in Cedar Falls

**From:** "Lyn Countryman, Ph.D., NBCT" <lyn.countryman@uni.edu>

**Date:** 2/15/2012 12:59 PM

**To:** PLS High School <PLSHS@uni.edu>, "plselem@uni.edu plselem@uni.edu" <PLSELEM@uni.edu>, Middle school school <PLSMID@uni.edu>

Faculty living in Cedar Falls,

If you would like to come into the office and take a sign announcing the Open Enrollment options for CF students 7-12

Please do. We need these up from now till March 1st and then you can bring them back. We use them every year (last year was our first year. :)

They will be here till they are gone.

lyn

Lyn Countryman, Ph.D.

Interim Director

Malcolm Price Lab School transforming into - Iowa's Research and Development School

University of Northern Iowa

Cedar Falls, Iowa 50613

124A

319-273-2614

*Inspiring Innovation in Education*

*The University of Northern Iowa provides transformative learning experiences that inspire students to embrace challenge, engage in critical inquiry and creative thought, and contribute to society.*

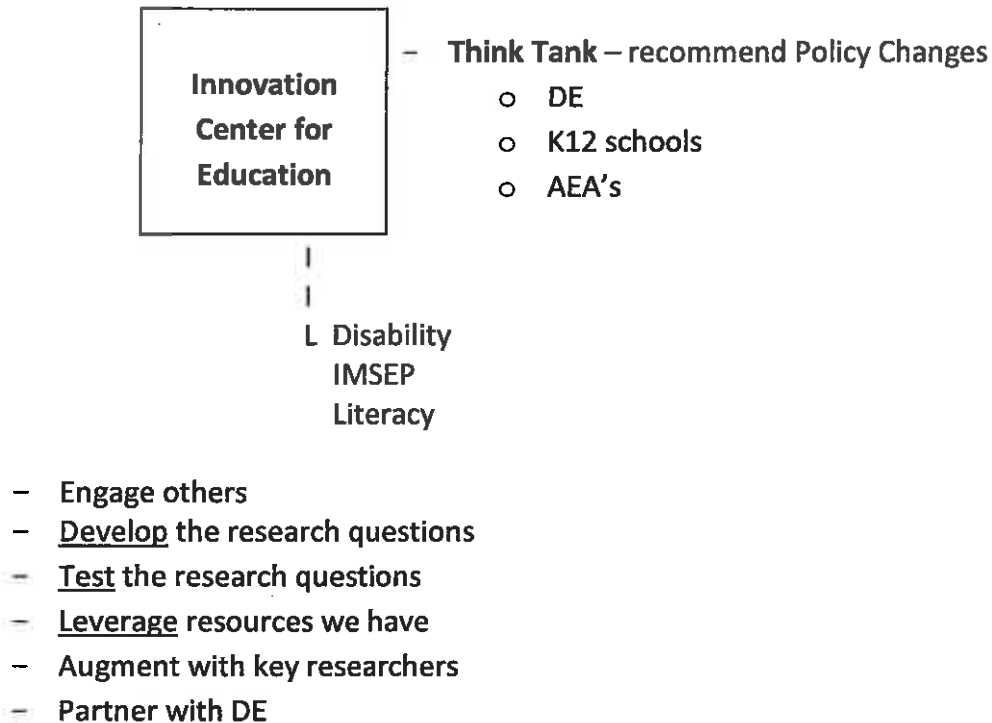
**UNI Mission**



**2 Key Components:**

- Partnerships with K-12's throughout the state
- Virtual partnerships/relationships (via research, dissemination, etc...)

At UNI - we have the responsibility to get the best "thinkers" – we need to leverage obtaining the best thinkers – develop research questions – have a Center of INNOVATION and connect to other Centers at UNI and throughout Iowa (disability, IMSEP, etc.)



\*\*\* Advisory Board needs to be engaged early; they help with asking the right research questions.

\*\*\* Think Tank to also recommend policy changes – have a policy advocacy group to improve learning throughout the state – DE would look to this THINK TANK as a resource to help drive state policy and have an impact on the STATE and NATION \*\*\*

**\*\* UNI would build research capacity and:**

- Maintain a cadre of faculty and staff
- Carryout the research in a given district in Iowa
- Using satellite classrooms as an arena of practice

- This is new and innovative for Iowa! Is a distributed model using satellite sites!

- Partner via Memos of Understanding with satellite schools
- Cultivate a base of satellite schools
- UNI has suburban, urban, rural education opportunities within 40 mile radius – we would conduct research, test the research and then replicate the new teaching practices as appropriate

**Q&A:**

Q. Would taking an external person into another school district – would that school district be accepting of a new person?

A. Yes, provided have criteria for schools to participate in the research. For a school to “get to be an innovative site” and conduct innovative research, the school applies to participate.

Example: Alternative School at Linn Mar is working on problem based learning – innovation could be conducted at this school –

Q. Briefly, how does this model differ from the previous model?

A. This model has research conducted at sites throughout Iowa. Research is conducted at PLS.

JG schools could research competency-based approach / instructional approaches, etc. But this is NOT prof. development AND it is NOT supplemental services

- We would build in collaboration with AEA’s, but it depends on the research questions – if related to AEA and can address the AEA’s needs – then use – work with AEA’s
- We would have value-added measures on a statewide bases

**Research questions may have:**

Dep. Variable is student achievement – we would test a teaching methodology and ask – how does it impact student achievement?

Or could operationalize another DV such as parent involvement and ask the question, does parent involvement impact student achievement?

**Subject:** r&d -

**From:** Brenda Buzynski <brenda.buzynski@uni.edu>

**Date:** 2/15/2012 4:22 PM

**To:** "Dr. Dwight C. Watson" <dwright.watson@uni.edu>, "Gloria.gibson@uni.edu" <Gloria.gibson@uni.edu>, PATRICIA L GEADELMANN <Patricia.Geadelmann@uni.edu>, "jennifer.Yarrow@uni.edu" <jennifer.Yarrow@uni.edu>, "Dr. Dwight C. Watson" <dwright.watson@uni.edu>

Attached is a 2 page - vision document on r&d and a summary of the Feb. 13 pm meeting.

Brenda

--

Brenda Buzynski Ph.D.  
UNI - Office of the President  
20 Seerley Hall, Cedar Falls, IA 50614-0705  
PH: 319-273-2566 FAX: 319-273-6494  
[Brenda.Buzynski@uni.edu](mailto:Brenda.Buzynski@uni.edu)

The University of Northern Iowa provides transformative learning experiences that inspire students to embrace challenge, engage in critical inquiry and creative thought, and contribute to society.

— Attachments: —

Visioning RD in future.docx	22.3 KB
Summary.Glass meeting.2-13-12.docx	46.8 KB

## Issues/Items

Meeting on February 13, 2012

R&D School/Price Lab School

Glass, Mulholland, Allen, Gibson, Geadelmann, Watson, Buzynski

### I. Purpose/Expected Outcomes

Conversation – Where should PLS be situated with/under at UNI?

Union configuration –

UF (at UNI) – represents the PLS faculty

UF – has a master contract with the Board of Regents with policy contract language re: reduction of workforce; we would need to adhere to this master contract.

- Per UF contract – a reduction in workforce is tied to a definition of what is a program
- UNI Admin. – definition of a program is tied to a group of courses that lead to a major
- UF – definition of a program is tied to departments, tied to liberal arts core, tied to education, is more liberal – more encompassing – the definition impedes our progress to move forward with layoffs

Under UF definition of a program, no tenured faculty should be dismissed.

Master Agreement – leaves interpretation to our Board to determine definition of program. We don't have to agree on a definition of a program, but not agreeing to a definition could lead to legal issues later.

We are reducing UNI GF support by \$2M – (PLS is going from \$3.2M in GF to \$1.2 M)

Q. Need to know WHY we are reducing the GF support?

A. We are going back to the budget as it was in FY09

AA has to cut academic programs – and therefore cannot hold PLS harmless from a budget cut.

### II. Issues to Discuss

1. Rumors/Faculty Union/Courier
2. Needed Budget adjustments

- Cost per student now
- Returning to FY09 level
- 3. Changing Legislation
- 4. Reasons for Proposing Changes to Price Lab School (see vision issue)
- 5. Developing a Vision for R&D without Price Lab
  - Other parts—Jacobson Literacy Center
- 6. Steps in Changing Price Lab School
- 7. Concern: Losing Per Pupil Funds in FY13

**JG recommends:**

1. Confront community with GF reduction now – inform of the budget change
2. Building issues are a concern
3. Start discussions with the community now
4. Start spring 2012 or fall 2012 – working with LSA to change CODE – question is timing
  - Governance and Authority Issue –
    - Legislative action is required to change CODE and we (pres./de) don't have authority to close the school
  - Senator Gronstal – indicated he may not be able to change legislative code this session – rather, we should begin work on this in Oct. 2012 to change the code in Spring 2013.
  - How do we go about changing the legislation?
    - Both Senate Majority leader (Gronstal) and House Majority leader (Paulsen) need to bring forth the legislation
  - Need to define and share the vision for the future of conducting R&D
  - Need legislation to disentangle R&D from PLS
    - Need the conversation with leaders to co-sponsor legislation – Legislative leaders would have to co-sponsor the bill to disentangle R&D from PLS

**Question is:** Will legislators view this request negatively - as being sprung on them as opposed to having discussions with the school community, etc.?

**Potential Announcements:**

1. Cutting the budget by \$2M and will recommend to the Board (in Sept.) that it is highly likely we will close the school – June 30, 2013

2. Vision for conducting R&D has changed, the model is broader and encompasses all of Iowa and we don't want to be place bound in our R&D work, the facility is inadequate, expensive to maintain, we cannot sustain operating a pk-12 school. We will recommend to the board in March – that pending legislative CODE change and their approval, we will close the school June 30, 2012.
3. Announce cutting the budget for FY13 and will assess viability of the school, and make recommendation to the Board – in the fall for the future of the school.

**\*\* What will come out of this? Regents will expect innovation to come out of this change.**

**March 21, 2012 – Board of Regents meeting - Board will approve our proposals.**

**Q. Any restrictions on when we can layoff employees?**

**(Must adhere to UF contract, P&S employee rules, and Merit/AFSCME contract.)**

**A. We need to proceed to notify term employees –**

- 1) Renewable term – can notify by March 1 we will not renew their contract
- 2) Some on a renewable term can be notified if “just cause”

- Have 15 term @ PLS
- 4 renewable term – (these 4 can be let go)
- # probationary staff – tenure track are probationary employees

**To Do/Need to:**

**\*\*\* By March 1, notify all of contracts not being renewed. \*\*\***

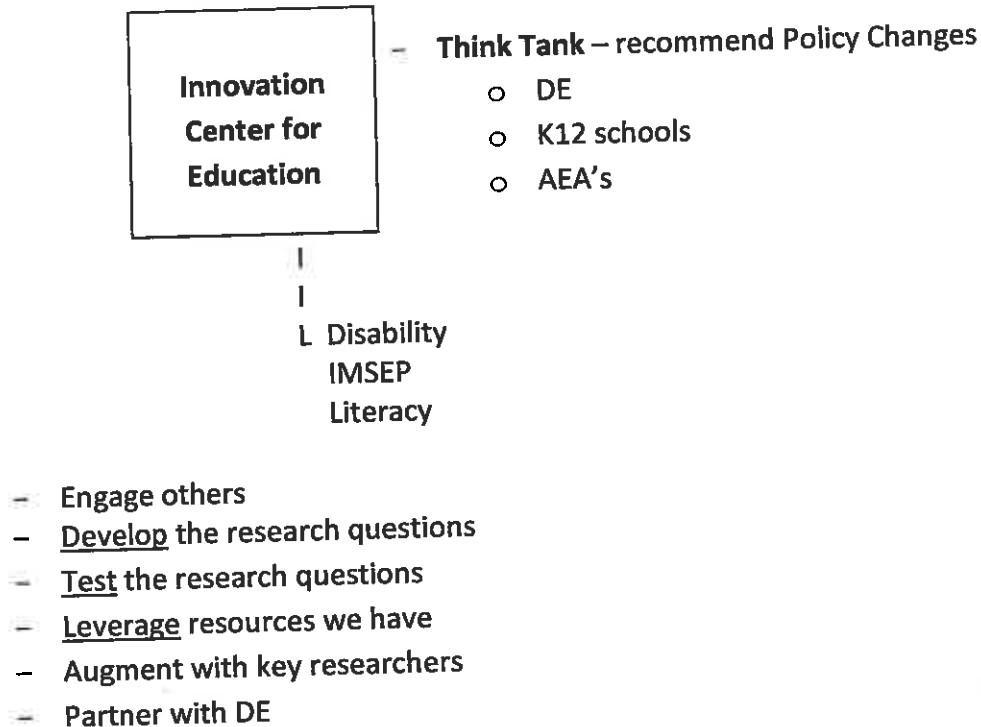
- Depending on what Katie M. finds out on Tue., decide on if pursuing closing June 30, 2012 or June 30, 2013
- \*Need Gov. approval of Merit layoffs
- Per JG, it is our responsibility to notify staff of changes looming, etc.

## Visioning R&D for the future – Innovation Center for Education at UNI

### 2 Key Components:

- Partnerships with K-12's throughout the state
- Virtual partnerships/relationships (via research, dissemination, etc....)

At UNI - we have the responsibility to get the best "thinkers" – we need to leverage obtaining the best thinkers – develop research questions – have a Center of INNOVATION and connect to other Centers at UNI and throughout Iowa (disability, IMSEP, etc.)



\*\*\* Advisory Board needs to be engaged early; they help with asking the right research questions.

\*\*\* Think Tank to also recommend policy changes – have a policy advocacy group to improve learning throughout the state – DE would look to this THINK TANK as a resource to help drive state policy and have an impact on the STATE and NATION \*\*\*

### \*\* UNI would build research capacity and:

- Maintain a cadre of faculty and staff
- Carryout the research in a given district in Iowa
- Using satellite classrooms as an arena of practice
- This is new and innovative for Iowa! Is a distributed model using satellite sites!
- Partner via Memos of Understanding with satellite schools

- Cultivate a base of satellite schools
- UNI has suburban, urban, rural education opportunities within 40 mile radius – we would conduct research, test the research and then replicate the new teaching practices as appropriate

### Q&A:

Q. Would taking an external person into another school district – would that school district be accepting of a new person?

A. Yes, provided have criteria for schools to participate in the research. For a school to “get to be an innovative site” and conduct innovative research, the school applies to participate.

Example: Alternative School at Linn Mar is working on problem based learning – innovation could be conducted at this school –

Q. Briefly, how does this model differ from our previous model?

A. This model has research conducted at sites throughout Iowa. Research is conducted at PLS.

JG schools could research competency-based approach / instructional approaches, etc. But this is NOT prof. development AND it is NOT supplemental services

- We would build in collaboration with AEA’s, but it depends on the research questions – if related to AEA and can address the AEA’s needs – then use – work with AEA’s
- We would have value-added measures on a statewide bases

### Research questions may have:

Dep. Variable is student achievement – we would test a teaching methodology and ask – how does it impact student achievement?

Or could operationalize another DV such as parent involvement and ask the question, does parent involvement impact student achievement?

### COE Needs to Address:

1. Losing clinical experience for 800 students in Level 2 experience (25 hours in a class)
2. Need a new plan for pre-service students in Level 2, need a new vision for Level 2, need to adapt the clinical experience for the pre-service students, need authentic, rich, clinical experiences

(Waterloo/Cedar Falls schools indicate they want to assist)



Level 2 is Completing a preliminary Teacher Work Sample – teachers at PLS know how to help the pre-service students with completing the Teacher Work Sample, which is critical to our teacher prep program – student completes 25 hours in a classroom, teaches for 2 lessons

**\*\*\* Tuesday, Katie will speak with Kraig Paulsen and Mike Gronstal to find out if it is possible to change the CODE this legislative session \*\*\***

### **III. Announcements/Meetings/Timing**

#### **1. Global announcement**

- **Wording of announcement about Price Lab School**

#### **2. Meeting with Faculty/Parents**

#### **\*\*\* Suggested Announcements:**

- 1) Faculty/staff meeting first (confidential meeting)
- 2) Parents – meeting in the evening then next morning there is a press release about the announcement (notify parents by email of a meeting)
- 3) Press conference the next morning

(May want to have a press release out the evening of the meeting with the parents)

- \* Need to share the vision for conducting future R&D work
- \* Need to work with Jason Glass re: the talking points
- \* Details depend on timeline

**\*\*\* Need the letter prepared – (Ginny/Tim) – to the staff/faculty re: employment status by March 1.**

**\*\*\* Katie can help with notifying the Board leadership of this change.**

#### **Timing:**

- Announcement – February 2012
- LEVEL 2 – New plan by fall 2012
- Legislative CODE change – Spring 2012
- Board approval – March 21, 2012

**\*\*\* JG will check with the Governor's office for support on this. \*\*\***

**\*\*\* Did University of Michigan have a Lab School? Brenda to check \*\*\***

**Donor(s) – that may need to be notified:**

- Mike Petersen
- Price Family

**Naming** – need to consider how to keep the MLPS name – notoriety

**IV. Next Steps**

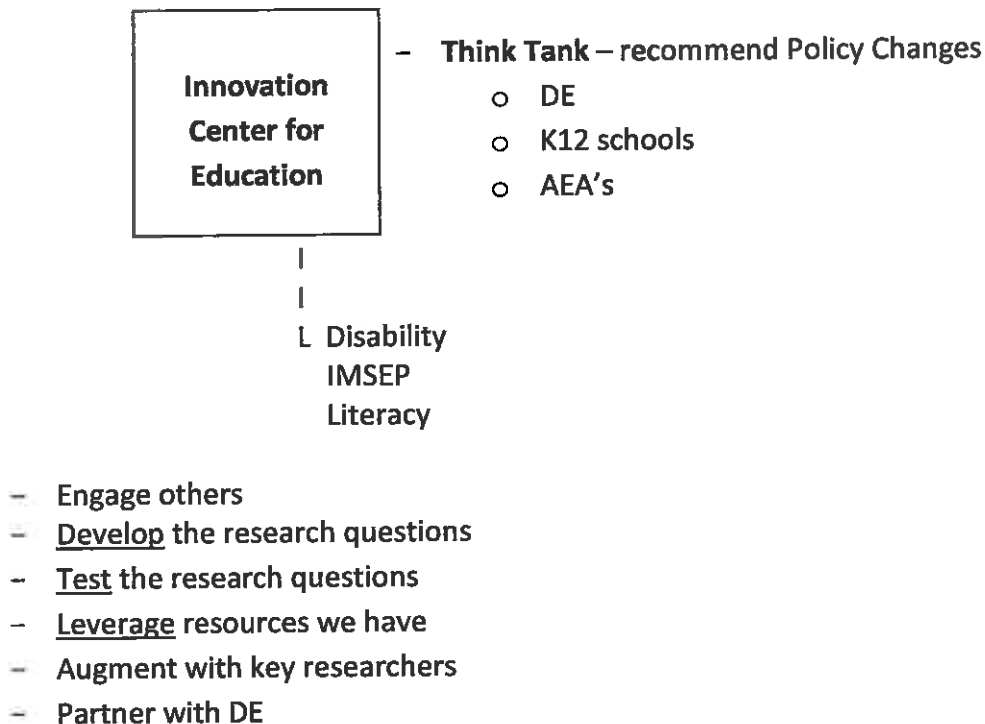
1. Hear from Katie re: Tuesday's discussions
2. Hear from Jason re: Governor's position

If there are questions regarding these comments, please let me know. Brenda

**2 Key Components:**

- Partnerships with K-12's throughout the state
- Virtual partnerships/relationships (via research, dissemination, etc...)

At UNI - we have the responsibility to get the best "thinkers" – we need to leverage obtaining the best thinkers – develop research questions – have a Center of INNOVATION and connect to other Centers at UNI and throughout Iowa (disability, IMSEP, etc.)



\*\*\* Advisory Board needs to be engaged early; they help with asking the right research questions.

\*\*\* **Think Tank to also recommend policy changes – have a policy advocacy group to improve learning throughout the state – DE would look to this THINK TANK as a resource to help drive state policy and have an impact on the STATE and NATION \*\*\***

**\*\* UNI would build research capacity and:**

- Maintain a cadre of faculty and staff
- Carryout the research in a given district in Iowa
- Using satellite classrooms as an arena of practice

– This is new and innovative for Iowa! Is a distributed model using satellite sites!

- Partner via Memos of Understanding with satellite schools
- Cultivate a base of satellite schools
- UNI has suburban, urban, rural education opportunities within 40 mile radius – we would conduct research, test the research and then replicate the new teaching practices as appropriate

#### Q&A:

Q. Would taking an external person into another school district – would that school district be accepting of a new person?

A. Yes, provided have criteria for schools to participate in the research. For a school to “get to be an innovative site” and conduct innovative research, the school applies to participate.

Example: Alternative School at Linn Mar is working on problem based learning – innovation could be conducted at this school –

Q. Briefly, how does this model differ from the previous model?

A. This model has research conducted at sites throughout Iowa. Research is conducted at PLS.

JG schools could research competency-based approach / instructional approaches, etc. But this is NOT prof. development AND it is NOT supplemental services

- We would build in collaboration with AEA’s, but it depends on the research questions – if related to AEA and can address the AEA’s needs – then use – work with AEA’s
- We would have value-added measures on a statewide bases

#### Research questions may have:

Dep. Variable is student achievement – we would test a teaching methodology and ask – how does it impact student achievement?

Or could operationalize another DV such as parent involvement and ask the question, does parent involvement impact student achievement?

**Subject:** follow-up --

**From:** Brenda Buzynski <brenda.buzynski@uni.edu>

**Date:** 2/15/2012 9:17 PM

**To:** "Gloria.gibson@uni.edu" <Gloria.gibson@uni.edu>, "Dr. Dwight C. Watson" <dwright.watson@uni.edu>

**CC:** Ben Allen <ben.allen@uni.edu>

Gloria and Dwight,

Just a friendly reminder --- or perhaps you've already let Ben know answers to the following -

1) # of employees on 2 year contracts - @ \_\_\_\_ - that would need to be paid next year - regardless of what happens ...

2) also -- is the letter being drafted for employees that need to receive a notification by March 1?

-- just following-up - and if already answered - pls. disregard this email.

Thanks, Brenda

--

Brenda Buzynski Ph.D.

UNI - Office of the President

20 Seerley Hall, Cedar Falls, IA 50614-0705

PH: 319-273-2566 FAX: 319-273-6494

[Brenda.Buzynski@uni.edu](mailto:Brenda.Buzynski@uni.edu)

The University of Northern Iowa provides transformative learning experiences that inspire students to embrace challenge, engage in critical inquiry and creative thought, and contribute to society.

**Subject:** Price Lab transforming to Iowa's R & D Update  
**From:** "Lyn Countryman, Ph.D., NBCT" <lyn.countryman@uni.edu>  
**Date:** 2/16/2012 1:26 PM

As an update on the progress we have made on our Strategic Plan Goals for the Research and Development School, I am attaching a handout that outlines the innovative initiatives started, our productive research agenda, and our outreach to the state. If you have any questions feel free to ask.

---

— Untitled attachment 00655.htm

Lyn Countryman, Ph.D.  
Interim Director  
Malcolm Price Lab School transforming into - Iowa's Research and Development School  
University of Northern Iowa  
Cedar Falls, Iowa 50613  
124A  
319-273-2614  
*Inspiring Innovation in Education*

*The University of Northern Iowa provides transformative learning experiences that inspire students to embrace challenge, engage in critical inquiry and creative thought, and contribute to society.*

UNI Mission

---

— Attachments:

2011Initiatives.pdf	2.8 MB
Untitled attachment 00655.htm	17.2 KB

**Subject:** PDS and Lab School

**From:** Becky Hawbaker <becky.hawbaker@uni.edu>

**Date:** 2/16/2012 8:41 PM

**To:** ben.allen@uni.edu, Gloria Gibson <gloria.gibson@uni.edu>, "Dr. Dwight C. Watson" <dwright.watson@uni.edu>

**CC:** Lyn Countryman <Lyn.Countryman@uni.edu>, Nadene Davidson

<nadene.davidson@uni.edu>, "Melissa L. Heston" <Melissa.Heston@uni.edu>, Cherin Lee <Cherin.Lee@UNI.edu>

I was shocked and dismayed to read on the online edition of the Courier that UNI is considering elimination of all or part of Price Lab School and replacing it with virtual and distributed partnerships with other schools and districts.

For the last five+ years, I have worked tirelessly to establish a strong Professional Development School partnership with the Cedar Falls and Waterloo School Districts, and we have built a great model that I am proud of. However, it is my strong opinion that this model cannot replace what Price Lab School provides to our teacher education program, let alone what they provide to the state, nation, and world in outreach, professional development, and research. If UNI expects to be premier, I believe we must have BOTH a strong PDS network AND a strong R&D/lab school.

I certainly hope that you are well aware of the following:

- The UNI PDS with Cedar Falls and Waterloo has made great strides, including the signing of the Articulation Agreement and cost sharing the compensation for the teachers who serve as our Site Coordinators, HOWEVER, we have NOT taken this model to scale at ANY level of our teacher education program. We are closest at Level 1, where about 50% of the 300-400 Level 1 students benefit from PDS supervision of their experience. We do not have, nor have been asked to develop, any models to replace Price Lab School. Our PDS Site Coordinators have not been asked to recruit anywhere near the capacity required to replace Price Lab, and fall short in a number of areas as is.

- Price Lab School provides placements for 600+ Level 2 field experience placements each year, plus miscellaneous placements and experiences for 50+ other UNI courses that total more than 20,000 student contact hours

per year. (I was asked for the list of these courses and experiences in the fall, so I assume you have these, let me know if you need them again). The UNI PDS has experimented with a model that placed a small number (about 40) Level 2 students in other schools. We found that this model required hiring a university supervisor to provide the the extensive mentoring needed to assist the student in completing the Level 2 Teacher Work Sample and that it was very difficult to find sufficient supervisors to meet demand. Among my current cadre of retired teachers who serve as PDS Supervisors, only ONE of them is willing to do Level 2 supervision because it is too demanding.

- As the person responsible for making the Level 1 (Level 2) and elementary/middle Level 3 placements in area schools, I can personally attest to the high degree of stress and difficulty in finding enough willing, qualified, and competent mentor teachers for current demand WITH significant current contributions from Price Lab. UNI Secondary Methods faculty report ongoing difficulties as well in a number of areas. I believe it is impossible to maintain quality placements for UNI teacher education students without Price Lab School.

- The support and active involvement of Price Lab School faculty, who clearly understood both the demands of K12 teaching and the need for quality mentoring of preservice teachers built and sustained the UNI PDS. They piloted and helped us build the supervision model for Level 1 and non-PLS Level 2. They created the curriculum for the Mentoring Preservice Teachers courses we offer as low-cost graduate credits through Continuing Ed. They have served as small group discussion leaders for the Level 1 field experience students to add an additional layer of mentoring. They have been an engine of innovation in mentoring practices that I communicate out to our partner schools for the benefit of all. Future improvements to our PDS model depend on future innovations by Price Lab teachers.

- In potentially closing Price Lab, UNI loses all state-foundation aid funding that would have otherwise been generated by educating K-12 students. Price Lab was on track to grow by more than 50 students prior to this announcement, above last year's total. Lessons from 2002 tell us that we will lose more than a 1/3 of total students and all new students with



uncertainty from UNI, only now that translates directly into dollars.

I stand ready to advise and assist you and I urge you to recalculate your announced decision regarding Price Lab School in light of its impact on UNI teacher education.

--

Becky Wilson Hawbaker  
Director of the Professional Development School (PDS)  
Coordinator of Field Experiences  
Coordinator of Teacher Education Initiatives at Price Lab School  
University of Northern Iowa  
office (319) 273-7664  
fax (319) 273-6457

**Subject:** The Gazette--UNI

**From:** Courtney Clausen <courtney.clausen@uni.edu>

**Date:** 2/17/2012 7:56 AM

**To:** plshs <plshs@uni.edu>, PLS faculty <mpls@uni.edu>, plsmid@uni.edu

<http://thegazette.com/2012/02/16/uni-will-look-to-academics-athletics-lab-school-to-cut-budget/>

--

Courtney K. Clausen

Teacher, Social Studies

Northern University High School

Transforming to Iowa's

Research and Development School

[courtney.clausen@uni.edu](mailto:courtney.clausen@uni.edu)

Office: (319) 273-2056

## **II. TIMING:**

**Feb. 3 – need support of our local legislators**

**Feb. 6 week – need support of our Board**

**Jason Glass and dept. of education**

**Dick J.**

**Mike P.**

**Other donors/friends – before announcing**

**All messages, talking points – to be determined.**

**Feb. 13 – Meeting with Jason Glass and Katie M. to confirm timing and decisions  
– firm up all talking points – individuals/groups to notify etc.**

**Feb. 16 – Ben meet with 2 editorial boards**

**Feb. 17 - 18**

**Feb. 17 – (Thurs.) preview message to campus and stakeholders**

**Feb. 18 – (Fri.)**

***Feb. 20 – week - Draft – schedule***

***Feb. 20 – hold meetings – 3 – 30 minute meetings with groups of faculty ...***

**Feb. 20 – R&D Advisory Council – inform of change -**

**Feb. 20 – 3:15 pm – meet with PLS faculty/staff – notify of GF budget reduction**

**Feb. 20 – 4pm- announce changes to CAMPUS – Great Reading Room**

### III. DRAFT announcement – talking points:

#### CHANGING ENVIRONMENT:

As you know the landscape in education is changing. New technology, distance delivery systems, new learners, and teaching standards/requirements – always evolving and changing. The environment is dynamic and we need to be flexible, innovative, and adaptable to change.

#### NEW MODEL needed:

1. Need Innovative Model to broaden our outreach – to conduct research throughout Iowa.

We need a model for conducting research – that allows us to change. As education reform is continuously evolving - our research cannot be bound to one place. – We need the autonomy to conduct research – where it is best suited to be completed. We need to - and want to broaden our outreach by conducting research throughout Iowa.

2. Need to Strengthen and Focus our research to address state needs.

We will strengthen our research focus – and continue to be a resource for pre-service through career educators. We will coordinate and complete evidence-based research – that meets the changing needs of diverse learners. To do this, we will conduct research – where it is best suited to be completed – and this cannot be restricted by place.

3. Plan to Implement an Innovation Center for Education to focus on PK-12 education research. Pending Board approval, the Center will be within the College of Education and connected with pre-service education and in-service professionals.

(Does the Board need to approve a Center – before announcing?)

As part of education reform, we will strengthen and broaden our outreach throughout Iowa. We will increase our research capacity and bolster our efforts to meet the education research needs of our state. We will work closely with the Iowa's Department of Education.

#### Innovation Center for Education at UNI

##### 2 Key Components:

- Partnerships with K-12's throughout the state
- Virtual partnerships/relationships (via research, dissemination, etc...)

At UNI - we have the responsibility to get the best “thinkers” – we need to leverage obtaining the best thinkers – develop research questions – have a Center of INNOVATION and connect to other Centers at UNI and throughout Iowa (disability, IMSEP, etc.)

**\*\*\* Think Tank to also recommend policy changes – have a policy advocacy group to improve learning throughout the state – DE would look to this THINK TANK as a resource to help drive state policy and have an impact on the STATE and NATION \*\*\***

---

The Center will consist of professors with PK-12 experiences who will work collaboratively with Iowa school districts.

We will focus on addressing state needs. For example, the center will focus on generating, piloting, and researching the effectiveness of project-based education in a contemporary-based reaching and learning environment

Center would:

- Act as a clearinghouse for innovative pedagogical techniques and curriculum design and development
- Create a repository of innovative research and practices that all PK-12 teachers can access
- Support and provide professional development for teachers
- Provide best practices

#### **HOW WILL we do this:**

To strengthen and expand our research capacity - we will reallocate resources. We will invest in conducting a distributed model of research. We will hire a Research Director – with extensive education research experience – who can provide leadership to collaborating with other prominent and evidence-based researchers throughout the world – and lead the university in completing research needed by Iowa, the Midwest, and throughout the US.

We will continue to be the leaders in preK-12 education. We are investing further in our commitment to conduct research. Research is continuous and evolving – and we will work closely with the Department of Education to identify and investigate research – that is needed in Iowa.

#### **NEXT STEPS needed:**

We will hire a Research Director.

We will reallocate resources to invest in building our educational research capacity.

We will reduce GF support to Price Lab School.

We will seek Board approval in March, 2012 to change state code.

We will work with our legislators to change state CODE – as needed.

#### **WHY Change the R&D Model:**

There are a number of reasons – but a partial list includes:

- 1) We have too many limitations with the current model and structure of MPLS.
- 2) The focus of our model need to be on Research and Development
- 3) Boundaries are in-place – and we have annual restrictions on growing the school with more students.
- 4) Declining enrollment. School has experienced declining enrollment over that past few years.

(Projected – best case scenario – not until 2025 – would we have 425 students.)

- 5) We need more flexibility with hiring practices (master agreement precludes us) – and the current model and structure does not allow for this. We need new and innovative approaches -

(We can ask for waivers for the state – but we need to be creative in our hiring practices and have flexibility.)

- 6) Structure – we don't have the facility needed to conduct new and innovative research and outreach. A new building is needed and given the size of the school, it is cost prohibitive to build a new school for the enrollment we have.

(Biggest problem – is the windows are not cost efficient.)

- 7) Resources – state appropriations have declined – and we need to reallocate our resources – so we can invest in state-of-the-art research – that will result in new and innovative approaches, and help our state's education reform efforts.

(What amount of resources – are we reallocating? \$1.5 M will be reallocated –and we will hire a Dir. of Researcher)

- 8) Our Professional Development School (model) – has proven, that conducting our pre-service teacher clinical experiences in area schools – works exceptionally well. This model is an innovative partnership with the Cedar Falls and Waterloo community schools that creates a hybrid learning community - to bring about exemplary teaching and learning environments, and it focuses on the improvement of PreK-12 student achievement.

## **GENERAL FUND SUPPORT AND State per pupil FUNDING LEVELS**

### General Fund \$

FY09 = \$4,049,000\*

FY10 = \$3,098,000 (I believe they received add'tl support from Contin. Ed., Col. of Ed. etc.)

FY11 = \$3,523,000 AND (316,000 in STATE per pupil funding) = \$3,839,000

FY12 = \$3,281,000 AND (\$2,328,130 STATE per pupil funding) = \$5,609,130

\*FY13 – projected - reduce GF \$3.2 – 1.5 = \$1.7 M in GF support + approx. \$2.1 M = \$3.8M\*

\*IN FY13 – budget of \$3.8M – reverts the budget back to the FY09 budget level.

## **IV. Questions:**

### **1. How much will we save – if we close the school?**

Operational cost – building – \$596,686 savings

Personnel costs – varies – depends –

#### **FY12 - Total Support**

General Fund = 3.28 M

Per pupil (state) = \$2.3 M

Total = \$5.6 M

### **1. What support is provided to PLS?**

Currently: GF = \$3,281,001

(State) Per Pupil Fund = \$2,328,130

Total = \$5,609,131

### **2. What is the cost to operate MPLS?**

Personnel = \$ 4,456,877

Supplies & Services = \$1,031,560

Transfers Out = \$120,694

Total = \$5,609,131

However, if add hot lunch program of \$235,744 = 5,844,875

Hot lunch program cost? 234,744

(Hot lunch is supported by students = \$134,855 + GF = \$100,889

### **What is the savings by closing MPLS?**

1) If closing the building:

(but keep Nielsen fieldhouse) = \$596,686 savings

2) If close building and transfer 5 ten. track and 19 ten. instructors to COE to C&I = **\$2,015,863 savings**

(no longer operate the school, no more tenured faculty, clerical, nurse, guidance counselor etc.)

### **\*\*\* How will a reduction of \$1.5 million in GF support be implemented at MPLS?**

Many of the details will be determined but there will be some cuts to: administration, faculty, there may be some creative staff scheduling

**We will maintain quality instruction!**

**Question 2)** Schindler Hall planning team – need to find out plans – for including remodel – with “research capacity” – and having a statewide “outreach” room .... / high tech. room etc.

### **Question 3) How can our legislators help?**

We need their help – to reshape – how we will go forward – and be the leaders in pK-12 – education – and conduct research that is needed by the state of Iowa. We need their support – when changing CODE – and to help restate our commitment to our mission - of continuing to be a leader in prek-12 education.

We will continue to be prominent leaders in the teacher education program and invest further in conducting extensive and innovative educational research – that will meet the state of Iowa needs.

Help us transition students/families to the school of their choice in Fall 2013.



**Question 4) Approval?**

**Important to note that these changes are contingent upon:**

**Board approval of going forward to change CODE**

**Legislative approval – on CODE changes**

**Board approval of closing the school**

**5) When did the Audit take place?**

**Report released from the State Auditor – June, 2009**

**Subject:** RE: UNI MPLS

**From:** "Dr. Dwight C. Watson" <dwright.watson@uni.edu>

**Date:** 2/20/2012 9:54 PM

**To:** "Theresa Birch" <Theresa.Birch@bcsds.org>

Thank you for this. I appreciate your commentary. I hope it makes a difference.

Dr. Dwight C. Watson  
Dean, College of Education  
University of Northern Iowa

---

**From:** Theresa Birch [mailto:Theresa.Birch@bcsds.org]

**Sent:** Monday, February 20, 2012 3:44 PM

**To:** ben.allen@uni.edu; dwright.watson@uni.edu; mbruns@iastate.edu; herman.quirmbach@legis.iowa.gov; brian.shoenjahn@legis.iowa.gov; shawn.hamerlinck@legis.iowa.gov; greg.forristall@legis.state.ia.us; jeremy.taylor@legis.state.ia.us; sharon.steckman@legis.state.ia.us; cindy.winckler@legis.state.ia.us

**Subject:** UNI MPLS

To whom it may concern:

It has come to my attention that the Malcom Price Lab School could potentially be shut down. I cannot place enough stress on the reasons why this should not happen.

I graduated high school in May of 2000 and chose UNI specifically for it's teacher education program. Rumor had it that UNI was one of the best schools in the country, and after visiting the campus and speaking with some of the professors in the program, I decided that the rumor must be true. Having graduated in the Fall of 2004 with my Earth Science Teaching degree (and receiving my Masters degree in the fall of 2009), I now consider that rumor to be fact. Through experience (both on campus and in my professional life), I've come to conclude that a large part of UNI's greatness is the Price Lab school.

The lab school is an EXCELLENT way for preservice teachers to get their feet wet. It is located very conveniently on campus so that it is accessible from the earliest levels of the education program. Because it is affiliated with UNI, there isn't much paperwork to be done. A student signs up for level 2, gets placed at Price Lab, and shows up for duty. There is no contacting teachers to find placements at schools. A second benefit to this particular experience is that not only are those preservice teachers getting their feet wet, they are being trained by highly effective teachers. This experience can NOT be replicated in a public school (or even a private school) classroom.

As a practicing educator, I've learned a lot about the importance of teacher preparation. During student teaching, I had the privilege of being one of 3 student teachers in the 7th grade team at the middle school I was in. I was, BY FAR, the best prepared of the three of us. This is largely because even though their college programs for teaching included a 30 hour observation, a class on writing lesson plans, and possibly a day where they got to teach 1 lesson, they did not have nearly as much field experience as I had prior to student teaching. By the time I got into a classroom, I had over 30 hours of observation from level 1, my level 2 experience (which included planning and teaching an Inquiry lesson), and at least 25 more hours from my methods classes wherein I had to teach for at least 1 week. As a result, I was able to take over the courseload faster and get more experience doing actual teaching. A large portion of this experience was made possible by the existence of the Price Lab school.

In the field, I have also learned about practicing teachers' opinions of student observers and student teachers. I have met many teachers that agree to take on student teachers simply because they want to get a few weeks off from teaching, and NOT because they want to help someone be a better teacher. I've also seen a number of teachers take on an observer. The observer sits in the back of the room, jots down notes, and leaves the classroom, hardly receiving any teaching advice from the teacher. This is why I feel the Price Lab experience

can NOT be replicated off campus. The teachers at Price Lab are the best in the state of Iowa. Not only do they provide engaging, cutting-edge lessons for their students, but they also support and guide the preservice teachers through their own learning. Interaction with highly effective teachers is CRITICAL in also becoming a highly effective educator. This interaction will NOT happen in another setting.

As a practicing teacher, I had the opportunity to participate in an initiative called ELI (Every Learner Inquires). This initiative centered on providing student centered science lessons using Inquiry teaching methods. One such method is the use of a "learning cycle" lesson plan. I was apalled to learn that the other teachers I was working with didn't even know what a learning cycle was. We had all had roughly the same amount of teaching experience, and although the concept is relatively new, I was shocked to learn that they had not been taught about it in college. I am truly blessed to have learned about this at UNI. The Price Lab School provides an environment where cutting edge teaching techniques can be fine tuned so that preservice teachers can learn those techniques. The Lab School also provides the preservice teachers with an opportunity to practice those techniques. Needless to say, I became the group leader for my group of teachers because I had both knowledge of the learning cycle and experience with teaching using that particular method. This is all because of my experience at UNI and the existance of the Price Lab School.

Please consider finding other ways to trim the budget. The Malcolm Price Lab School is invaluable to the teacher education program at UNI. With all of the pressure on public schools to produce a better student product by improving teacher quality, this is the worst time to consider ridding the university of an excellent teacher training tool. It is my firm belief that without the lab school, UNI will lose its status as one of the top teaching schools in the country, a horrible fate for the former Iowa State Teachers College.

Thank you for your time.

Sincerely,  
Theresa Birch  
Burlington High School Science Department  
Burlington, IA 52601  
B.A. Earth Science Teaching Dec. '04  
M.A. Science Teaching Dec. '09

**Subject:** Re: update on Executive Council Meeting  
**From:** "Dwight C. Watson" <dwight.watson@uni.edu>  
**Date:** 2/22/2012 7:07 AM  
**To:** Melissa Heston <melissa.heston@uni.edu>

all of the deans had copious conversations about PLS. They were too eager to move forward with the decision to save their own programs. Other members of the Council could not be engaged because of the President's restrictions. The President is highly aware of the impact this will have on teacher education.

Sent from my iPad

On Feb 21, 2012, at 6:39 PM, Melissa Heston <[melissa.heston@uni.edu](mailto:melissa.heston@uni.edu)> wrote:

Hi,

In the conversation regarding the three positions, Director of Assessment for Teacher Education, Elementary Teacher Education Coordinator, and Director of the Office of Student Field Experiences, the committee would like to review the job descriptions. There was uncertainty as to whether there is any money available to actually replace Barry, and it was suggested that perhaps the Office of Institutional Research could take on some of his responsibilities (e.g., completing annual reports for Title II and the state), while other aspects of the position might become the responsibility of either coordinators, Senates, or the Executive Council (e.g., moving the program forward based on outcome data). The group was inclined to support the idea of an internal search for the two director positions and an interim appointment for the coordinator's position. However, there were concerns as to whether there would be viable internal applicants, and whether it might be better to target particular individuals with desired skill sets.

In terms of HSB 517 and SSB 3171, the Council didn't seem to be inclined to take a strong position right now. There seemed to be some uncertainty about whether there was a need to do so, given that the two bills are so different, nothing has made it through the funnel yet, and so on. We did talk about the continuous improvement portion of the Senate Bill, and the impact of the House on teacher education enrollments if passed as written. I asked about possible costs of the continuous improvement plan, and it appears that costs would be dependent in large part upon how involved these processes/methodologies and the reports needed to be. If the SALGI course evaluation system could be used, then individual faculty would be required to write up a paragraph on how they would improve their course, then costs might be minimal in terms of data collection since SALGI is done online. There was discussion that this might require an additional administrator and secretarial help with associated costs for salary and benefits to collect and collate the data and create the report. It was suggested that Donna Vinton, as Director of Assessment, might have these duties. The basic position of the Executive Council seemed to be that this was a duplication of effort given our use of instructor evaluations and student outcome assessments and program review processes, and thus not needed.

I couldn't get any good sense of how expensive this might be. Mike Licari might be your best person to provide an estimate of cost.

There was discussion about the lack of consultation with Council regarding PLS; that is, if TE is a university wide responsibility, then the Council should have

been consulted, rather than just the Dean of the COE as appears to be the case. The announcement of the PLS meeting came during a discussion of whether or not the Council should send a letter to the President on the critical role PLS plays in teacher education. After some discussion, Mike agreed to draft a letter to the President suggesting that the Council be consulted about how the teacher education program might best move toward becoming premier should PLS be closed in part or in whole.

Melissa

<melissa\_heston.vcf>

**Subject:** Fwd: new Teacher ed numbers  
**From:** "Dwight C. Watson" <dwight.watson@uni.edu>  
**Date:** 2/22/2012 12:33 PM  
**To:** Mary-Sue Bartlett <mary-sue.bartlett@uni.edu>

Please print.

Sent from my iPad

Begin forwarded message:

**From:** "Lyn Countryman, Ph.D., NBCT" <lyn.countryman@uni.edu>  
**Date:** February 22, 2012 11:13:40 AM CST  
**To:** "plselem@uni.edu plselem@uni.edu" <PLSELEM@uni.edu>, Middle school school <PLSMID@uni.edu>, PLS High School <PLSHS@uni.edu>  
**Subject:** new Teacher ed numbers

Dear All

Thanks to Becky Hawbaker and Cherin Lee, the Director of Secondary Teacher Education we have additional information.

I have just talked with the Director of Secondary Teacher Education here at UNI on placing university students in field experience placements for Level III (methods courses) placements for SECONDARY MAJORS. She said they have been having trouble getting placements for these field experiences for the past 3 or 4 years. Specifically, this year particular problems are happening with placements in modern languages and science teaching.

More **NEW** information is that the secondary number of teacher education students is now approximately comparable to the numbers of elementary teacher education! students umbers are 1100 secondary teaching majors (who all need level two experience which is typically at the LAB SCHOOL) and 1382 elementary teaching majors. Ten years ago the numbers were more 1/3 secondary to 2/3 elementary.

---

— Untitled attachment 02256.htm —

Lyn Countryman, Ph.D.

Interim Director  
Malcolm Price Lab School transforming into - Iowa's Research and Development School  
University of Northern Iowa  
Cedar Falls, Iowa 50613  
124A  
319-273-2614  
***Inspiring Innovation in Education***

*The University of Northern Iowa provides transformative learning experiences that inspire students to embrace challenge, engage in critical inquiry and creative thought, and contribute to society.*

**UNI Mission**

---

**Attachments:**

<b>.UNI Student Field Experience FACTS.pdf</b>	<b>68.4 KB</b>
<hr/>	
<b>Untitled attachment 02256.htm</b>	<b>16.7 KB</b>

# UNI Student Field Experience FACTS

## Price Lab School identified as Iowa's *Research and Development School*

By Iowa Code 256G.2 Section 4

4. "Research and development school" means a prekindergarten through grade twelve research, development, demonstration, and dissemination school using expanded facilities at the center for early development education, also known as the Price laboratory school, in Cedar Falls.

Level 2 Field Experience - Primarily Happens at MPLS		
Year	# of UNI students @ MPLS	# of total hours spent at MPLS
2008-2009	501	12525
2009-2010	524	13100

Methods Classes Whose Field Experience Occurs at MPLS			
Year	# of UNI Students @ MPLS	# of total hours spent at MPLS	# of UNI individual courses sending students
2008-2009	948	7354	54
2009-2010	782	7031	47

### Secondary Field Experiences at Malcolm Price Lab School, 2010-2011

The following field experiences in the fall, spring, and summer (May term) semesters were mentored by secondary teachers at MPLS

Courses	Hours	# Student experiences	Total Contact Hours
200:128 Teacher as a Change Agent (Level 2)	25	243	6075
Math: 800:188 Teaching Middle School Mathematics	varied	32	350
PE: 420:173 Teaching Methods Block	10	16	160
Science Education, multiple courses (820:095, 820:190, 820:191, 820:193, 820:196)	varied	38	115
World Language and TESOL, multiple courses (700:190, 700:193, 630:192, 630:194)	varied	13	52
English/Language Arts, multiple courses (620:193, 620:190, 230:117))	varied	47	208
Business: 150:117 Field Experience in Business Teaching	40	1	40
Other Professional Ed Sequence (220:150, 250:150)	varied	23	18
<b>TOTAL</b>		<b>413</b>	<b>7018</b>

On an AVERAGE each year MPLS is involved in training **1377** UNI students to become EXCELLENT teachers. This amounts to over **20,000** hours/year of teacher training for UNI students by MPLS faculty.

UNI graduates approximately 600 teachers each year. Over 97% of these graduates have spent 50+ hours working with master teachers at MPLS.

This is something that's very special to the University of Northern Iowa but will serve the entire state," UNI President Ben Allen said [regarding the development of Price Lab School as the State's Research and Development School] (WCF Courier, April, 23, 2008)



**Subject:** Re: new Teacher ed numbers  
**From:** "Dwight C. Watson" <dwight.watson@uni.edu>  
**Date:** 2/22/2012 12:33 PM  
**To:** "Lyn Countryman, Ph.D., NBCT" <lyn.countryman@uni.edu>

I appreciate these fact sheets.

Sent from my iPad

On Feb 22, 2012, at 11:13 AM, "Lyn Countryman, Ph.D., NBCT" <[lyn.countryman@uni.edu](mailto:lyn.countryman@uni.edu)> wrote:

Dear All

Thanks to Becky Hawbaker and Cherin Lee, the Director of Secondary Teacher Education we have additional information.

I have just talked with the Director of Secondary Teacher Education here at UNI on placing university students in field experience placements for Level III (methods courses) placements for SECONDARY MAJORS. She said they have been having trouble getting placements for these field experiences for the past 3 or 4 years. Specifically, this year particular problems are happening with placements in modern languages and science teaching.

More **NEW** information is that the secondary number of teacher education students is now approximately comparable to the numbers of elementary teacher education! students umbers are 1100 secondary teaching majors (who all need level two experience which is typically at the LAB SCHOOL) and 1382 elementary teaching majors. Ten years ago the numbers were more 1/3 secondary to 2/3 elementary.

<UNI Student Field Experience FACTS.pdf>

Lyn Countryman, Ph.D.  
Interim Director  
Malcolm Price Lab School transforming into - Iowa's Research and Development School  
University of Northern Iowa  
Cedar Falls, Iowa 50613  
124A  
319-273-2614  
*Inspiring Innovation in Education*

*The University of Northern Iowa provides transformative learning experiences that inspire students to embrace challenge, engage in critical inquiry and creative thought, and contribute to society.*

**UNI Mission**

**Subject:** Telephone Request

**From:** Mary-Sue Bartlett <mary-sue.bartlett@uni.edu>

**Date:** 2/22/2012 2:47 PM

**To:** Alisa Weeks <Alisa.Weeks@uni.edu>

**CC:** "Dr. Dwight C. Watson" <Dwight.Watson@uni.edu>

I had a telephone request this afternoon from Theresa Butler (319.277.6175) requesting to know the number of tenured and tenure-track faculty within the College of Education. I checked the Spring Roster and got the following numbers. I just want to confirm: 1] that it is okay to give out this information; and 2] that the numbers are accurate. Thanks!

Curriculum & Instruction

Tenured faculty: 30

Tenure track faculty: 5

Educational Leadership & Postsecondary Education

Tenured faculty: 7

Tenure track faculty: 2

Educational Psychology & Foundations

Tenured faculty: 13

Tenure track faculty: 4

School of HPELS

Tenured faculty: 25

Tenure track faculty: 10

Special Education

Tenured faculty: 7

Tenure track faculty: 4

Teaching/OSFE

Tenured faculty: 10

Tenure track faculty: 3

Teaching/MPLS

Tenured faculty: 21

Tenure track faculty: 10

~msb~

**Subject:** FW: Appreciation

**From:** "Dr. Dwight C. Watson" <dwight.watson@uni.edu>

**Date:** 2/28/2012 8:50 PM

**To:** "Mary-Sue Bartlett" <Mary-Sue.Bartlett@uni.edu>

Please print

Dr. Dwight C. Watson  
Dean, College of Education  
University of Northern Iowa

---

**From:** Melissa Heston [mailto:melissa.heston@uni.edu]

**Sent:** Tuesday, February 28, 2012 2:32 PM

**To:** Dr. Dwight C. Watson

**Subject:** Fwd: Appreciation

Hi Dwight,

I wanted to share this email. Please note that the manner in which this student says UNI faculty have spoken about Waterloo Schools. This concerns me greatly. I, too, have encountered this negative stereotyping of Waterloo Schools by faculty, and have heard this complaint raised by other students. It may not be that the biggest obstacle to greater collaboration with Waterloo Schools lies with the Waterloo teachers. Rather it may be our own faculty who are poisoning the well. I should not be getting thank you notes for saying something positive about Waterloo Schools.

Melissa

----- Original Message -----

**Subject:** Appreciation

**Date:** Tue, 28 Feb 2012 12:25:28 -0600

**From:** [REDACTED]

**To:** Melissa Heston <melissa.heston@uni.edu>

Dear Professor Heston,

Once again, I would like to show my gratitude for your positive outlook as a professional. It is rare for a person to separate themselves from a personal situation and react in a manor that is conducive to the best interests of the people around them. Your handling of the discussion about the closing of the Price Lab School was respectable and factual. Personal opinions were made known to be opinions and were not influential in my thought process. Questions were encouraged and answered with the utmost respect to UNI, Price Lab, and the people involved.

On another note, I cannot communicate to you how much it meant to me for you to have a simple positive comment about the Waterloo School District. Stereotypes exist because of a misunderstanding of the occasional truth. I have been told my town is a dangerous, impoverished, and unqualified community and I should be embarrassed to live there. I believe I have had a wonderful educational experience. While I attended Waterloo West High School I never once saw a physical fight, although I know they happened on occasion. Professors I have had for the past three years have lectured on the

dangers of inner city teaching, "like in Waterloo," or the problems of dealing with low-income students, "like in Waterloo," and the issue of dealing with gang violence, "like in Waterloo." I am disgusted with the misuse of influence Professors at UNI have to sway potential teachers away from a very large and diverse community that has so many different things to offer. I really appreciate your professionalism. It is rare.

Thank you,



\*If there is anyone I can contact to let them know of how highly I esteem you, please pass this e-mail on or give me their name and e-mail to write myself.

Melissa L. Heston <[Melissa.Heston@uni.edu](mailto:Melissa.Heston@uni.edu)>

Coordinator, Elementary Teacher Education

University of Northern Iowa

**Subject:** Re: 2nd request for information

**From:** "Dwight C. Watson" <dwright.watson@uni.edu>

**Date:** 3/2/2012 7:50 AM

**To:** Patricia Geadelmann <patricia.geadelmann@uni.edu>

The balance sheet, please request that from Gary Shontz. The numbers, please request from Becky Hawbaker. I am asking you to request this information Pat because I will be gone all day today and you will get more immediate responses this way. Thanks. I am taking some students to see our beloved Mildred Middleton and we are taking her to lunch. Still must keep the ball rolling on other aspects of the deanship besides just being in crisis mode. I know you are concerned about my health and well being. I am working on my diet and exercise to stay strong. I am trying to sleep more. I also enjoy these meetings with alumni and friends because these enrich me about the legacy of UNI and is very therapeutic.

Sent from my iPad

On Feb 29, 2012, at 5:33 PM, Patricia Geadelmann <[patricia.geadelmann@uni.edu](mailto:patricia.geadelmann@uni.edu)> wrote:

This is the other set, but more may be coming from Sen. Danielson

----- Original Message -----

**Subject:** 2nd request for information

**Date:** Wed, 29 Feb 2012 16:48:22 -0600

**From:** Jeneane Beck <[jeneane.beck@uni.edu](mailto:jeneane.beck@uni.edu)>

**To:** Jane Larson <[jane.larson@uni.edu](mailto:jane.larson@uni.edu)>, Patricia Geadelmann  
<[patricia.geadelmann@uni.edu](mailto:patricia.geadelmann@uni.edu)>

Pat,

I believe Senator Danielson is going to submit a series of questions but this is his primary request.

Can we provide a balance sheet that shows Price Lab's finances since the state approved per pupil funding a few years ago?

Also how many level two students in teacher preparation will we need to find placements for next year.

Jeneane

**Subject:** Re: faculty

**From:** "Dwight C. Watson" <dwight.watson@uni.edu>

**Date:** 3/2/2012 8:26 AM

**To:** Jill Uhlenberg <jill.uhlenberg@uni.edu>

Jill, the logic is that if you cut courses from the minor and make it more aligned with courses from the masters then you will eliminate courses. If you eliminate courses, then you will have fewer courses to teach; therefore, you will need less faculty. Adjunct dollars are easier to support as opposed to faculty lines because they do not have the benefit costs attached. The elimination of the large array of courses within both sequences may also cut down on the need for Leigh to teach all of these independent study sections. By keeping the minor, we still have a chance to prepare undergraduates for teaching technology in the schools. If we eliminate the minor which was what I was trying to avoid, then the need for fewer courses will be realized immediately. We do have to provide a teach through plan for those who are currently in the program based on the current configuration as we move to the next phase. In not renewing a term contract or releasing someone from the contract does not inhibit you from positioning a temporary personnel need during this transition time. Basically, we release from the contract a term position due to the current program reduction request. You then must position a new tempo ray hire to assist in the transition plan. This may be approved and then we must launch a search for that person.

Sent from my iPad

On Mar 1, 2012, at 9:44 PM, Jill Uhlenberg <jill.uhlenberg@uni.edu> wrote:

Dwight,

I am trying to understand the logic behind the decision in I-T. I totally agree with the restructure of the minor--there are courses that faculty rarely teach among those electives so they could just be dropped out of the list. However, with 37 MA students currently and another 42 undergraduate minors, and with both of those groups growing, cutting a faculty position seems a very strange decision.

The two term faculty each teach 7-8 sections of Ed Tech & Design between the 2 of them every semester. That still leaves 1-2 sections covered by an adjunct and by either Zeitz or Gao each semester because the class is required for every teacher-ed student across campus. That class alone needs coverage for 8-10 sections every semester -- 2+ instructors. That leaves Zeitz and Gao to teach all the minor and MA courses in Instructional Technology, plus teach the IT Core course that is required for the other C&I MAE programs.

In the fall, both Zeitz and Gao are teaching 3 graduate courses each--these include the IT course for 2 different MAE cohorts and a doctoral course; the other 3 courses are for the MA in IT. If we lose a term faculty, that leave 4 sections of Ed Tech & Design to be covered by adjuncts. There would be a savings of maybe \$8,000-\$9,000 each semester by paying someone the adjunct rate instead of the term salary for those 4 sections. How does that make sense in the scheme of things?

Thanks for reading--I needed to express my frustration with this decision.  
Jill

**Subject:** RE: visit with Donna next week

**From:** "Dr. Dwight C. Watson" <dwright.watson@uni.edu>

**Date:** 2/24/2012 10:30 AM

**To:** "'Betty Zan'" <betty.zan@uni.edu>, Bill.Calhoun@uni.edu

**CC:** "'Jean Carlisle'" <jean.carlisle@uni.edu>, "'Bill Callahan'" <bill.callahan@uni.edu>

I agree that this is not the time to meet with Mrs. Harmon.

Dr. Dwight C. Watson  
Dean, College of Education  
University of Northern Iowa

-----Original Message-----

From: Betty Zan [<mailto:betty.zan@uni.edu>] Sent: Friday, February 24, 2012 9:15 AM

To: [Bill.Calhoun@uni.edu](mailto:Bill.Calhoun@uni.edu)

Cc: Jean Carlisle; Bill Callahan; Dr. Dwight C. Watson

Subject: Re: visit with Donna next week

The link is the budget. Although I have not been told officially that the RC is in danger of being cut, it is fairly clear to me that if we do not bring in grant money very soon, we will have to start laying off staff. And without staff, the RC will, if not cease to exist, then at least go into hibernation for some period of time. Without funding and staff to conduct the research, a sophisticated AV system at Freeburg will sit idle and benefit no one. And right now, I do not sense the will across campus to support the research activities of the RC and Freeburg. Maybe Dwight knows more than I do, and can change my thinking about this.

My thinking is that if we meet this Monday, this PLS issue will be the elephant in the room. Either we will dance around it, and accomplish little because all our minds will be on it, or else we will talk about it, and will not focus on Freeburg and the RC. But either way, I don't think the timing is good to ask Donna for funding for the AV system at this time. It feels sort of like redecorating the Titanic dining room after hitting the iceberg.

Bz

On 2/24/12 8:19 AM, Bill Calhoun wrote:

Betsy-

We can cancel this if need be. Are you inferring that the Lab School decision is connected to the Regents Center and Freeburg? I apologize but I don't understand what the relationship is between the three entities. Thanks for helping to shed some light on this.

Bill

On 2/23/2012 10:17 PM, Betty Zan wrote:

I have not heard back from Bill concerning our scheduled meeting with Donna next week. In the light of current events, I feel strongly that we should not go through with this meeting.

Bz

--

Betty Zan, Ph.D.  
Director, Regents' Center for Early Developmental Education  
107 Schindler Education Center  
University of Northern Iowa  
Cedar Falls, IA 50614-0616  
phone 319-273-2101  
fax 319-273-6451



**Subject:** RE: HPELS EdD programs

**From:** "Dr. Dwight C. Watson" <dwright.watson@uni.edu>

**Date:** 2/24/2012 4:32 PM

**To:** "Christopher Edginton" <christopher.edginton@uni.edu>

**CC:** "Mary Herring" <mary.herring@uni.edu>, "Rodney Dieser" <rodney.dieser@uni.edu>,

"Todd Evans" <todd.evans@uni.edu>, "Catherine Zeman" <catherine.zeman@uni.edu>,

Sam.lankford@uni.edu

I am indeed your champion. The information in the paper was earlier deliberations. The program criterion is based on the past five year of graduates. This information is based on current enrollments and potential graduates. I will make sure the Provost see this information.

Dr. Dwight C. Watson  
Dean, College of Education  
University of Northern Iowa

-----Original Message-----

**From:** Christopher Edginton [<mailto:christopher.edginton@uni.edu>] **Sent:** Friday, February 24, 2012 4:23 PM

**To:** Dr. Dwight C. Watson

**Cc:** Mary Herring; Rodney Dieser; Todd Evans; Catherine Zeman;

[Sam.lankford@uni.edu](mailto:Sam.lankford@uni.edu)

**Subject:** HPELS EdD programs

Dean Watson,

I was dismayed today to read the Des Moines Register's article entitled "Low-demand programs at risk amid university budget woes" indicating that the EdD program in various areas of the School of HPELS were in jeopardy. As you know we have worked hard to combined the three HPELS intensive study areas.

Further, a review of the actual number of students in the program, especially if the three areas as is the case in the proposed new curriculum configuration are combined, would produce sufficient numbers of graduates to warrant continuation.

Below are the enrollment figures for the Ed.D that we have on file:

Leisure	Health	Rehab Studies
25	5	2

TOTAL FOR RECONFIGURED PROGRAM

32 + 9 new newly admitted students = 41

Mary Herring had previously indicated to me that the unit of measure would be the college as a whole. I don't know how this could have happened. Are we to be left out of the COE doctoral program? And, if so, why? Was no one consulted?

Be our champion! Sorry to bring this on the table in light of the poor decision to close PLS. If UNI can raise \$27 million to build a basketball arena and \$7 million for the HPC (combined \$34 million in funding raising) we could have raised \$30 to build a new lab school. The priorities of UNI need examination.

Re: any hot button issues?

**Subject:** Re: any hot button issues?

**From:** Gloria Gibson <gloria.gibson@uni.edu>

**Date:** 12/6/2011 8:14 AM

**To:** "Dwight C. Watson" <dwright.watson@uni.edu>

THANKS!!!

Dwight C. Watson said the following on 12/6/2011 7:42 AM:

people will probably ask about the budget and the decision to revert money of people who resign or retire back to the Provost. some questions about Price Lab may emerge.

Sent from my iPad

On Dec 5, 2011, at 5:00 PM, Gloria Gibson<[gloria.gibson@uni.edu](mailto:gloria.gibson@uni.edu)> wrote:

Dwight:

Any hot button issues Ben and I should be prepared to answer tomorrow? THANKS, Gloria

**Subject:** RDDD School Study.xlsx  
**From:** Mary-Sue Bartlett <mary-sue.bartlett@uni.edu>  
**Date:** 12/13/2011 2:52 PM  
**To:** Ben Allen <ben.allen@uni.edu>, Gloria Gibson <gloria.gibson@uni.edu>, BRENDA C BUZYNSKI <Brenda.Buzynski@uni.edu>  
**CC:** "Dr. Dwight C. Watson" <Dwight.Watson@uni.edu>

In response to yesterday's conversation, Dean Watson asked to send this chart to you.

~msb~

— Attachments: —

RDDD School Study.xlsx	13.0 KB
------------------------	---------

# **RDDD School Study** **GEF Cost of the Program and the Facility It Occupies**

## **Less: Retain tenure-track professors of Assistant or above**

Countryman -- Professor, tenured  
 Stone -- Professor, tenured  
 Swann -- Associate Professor, tenured  
 Cryer -- Assistant Professor, tenured  
 Beharka -- Assistant Professor, probationary  
 Zwanziger -- Assistant Professor, probationary  
**Cost to retain tenure track professors of Assistant Professor and above**

## **Salary + Fringe Possible Reassigned Departments**

\$81,648	Biology	CHAS
92,930	Chemistry/Elementary Science	CHAS
\$93,401	Retiring	
\$72,340	Curriculum & Instruction/Literacy/OSFE	COE
\$61,088	Biology	CHAS
<u>\$61,513</u>	Languages and Literatures	CHAS
(\$462,920)		

## **Less: Retain tenured instructors**

Maltas -- Instructor, tenured  
 Bromwich -- Instructor, tenured  
 Lockhart -- Instructor, tenured  
 Guenither -- Instructor, tenured  
 Hoffman -- Instructor, tenured  
 Spurr -- Instructor, tenured  
 Weber -- Instructor, tenured  
 Breitbach -- Instructor, tenured  
 Stichter, Mary -- Instructor, tenured  
 Knivsland -- Instructor, tenured  
 Doyle -- Instructor, tenured  
 Nielsen -- Instructor, tenured  
 Dykstra -- Instructor, tenured  
 Beckman -- Instructor, tenured  
 Miller -- Instructor, tenured  
 Struck -- Instructor, tenured  
 Hawbaker -- Instructor, tenured  
 Stichter, James -- Instructor, tenured  
**Cost to retain tenured instructors**

\$61,034	Mathematics	CHAS
\$65,940	Curriculum & Instruction/Early Childhood	COE
\$69,968	Curriculum & Instruction	COE
\$80,206	Curriculum & Instruction/Literacy	COE
\$72,857	Curriculum & Instruction/Early Childhood	COE
\$62,169	Earth Science	CHAS
\$81,082	Social Studies/History	CSBS
\$69,036	Physics or Chemistry	CHAS
\$79,644	Curriculum & Instruction/Early Childhood/Literacy	COE
\$76,912	Art	CHAS
\$73,686	Languages and Literatures/OSFE	COE/CHAS
\$75,731	Curriculum & Instruction/Elementary Social Studies	COE
\$88,467	Educational Technology	COE
\$79,072	Special Education	COE
\$88,039	Special Education	COE
\$92,135	Counseling Education	CSBS
\$79,274	Special Education/Office of Student Field Experience	COE
<u>\$76,652</u>	Counseling Education/Music	CSBS/CHAS
(\$1,371,904)		

**Subject:** Re: RDDD School Study.xlsx  
**From:** Ben Allen <ben.allen@uni.edu>  
**Date:** 12/16/2011 10:55 AM  
**To:** Mary-Sue Bartlett <mary-sue.bartlett@uni.edu>  
**CC:** Gloria Gibson <gloria.gibson@uni.edu>, BRENDA C BUZYNSKI <Brenda.Buzynski@uni.edu>, "Dr. Dwight C. Watson" <Dwight.Watson@uni.edu>

Mary-Sue,  
Thanks.  
Happy Holidays.  
Ben

Mary-Sue Bartlett said the following on 12/13/2011 2:52 PM:

In response to yesterday's conversation, Dean Watson asked to send this chart to you.

~msb~

--  
Benjamin J. Allen  
President  
University of Northern Iowa  
20 Seerley Hall  
Cedar Falls, Iowa 50614-0705

Phone: 319-273-2566  
For deaf or hard of hearing, use Relay 711  
Fax: 319-273-6494

**Subject:** French class support

**From:** "Lyn Countryman, Ph.D., NBCT" <lyn.countryman@uni.edu>

**Date:** 12/16/2011 12:21 PM

**To:** Joel Haack <joel.haack@uni.edu>, jeffrey.copeland@uni.edu, Anne Lair <anne.lair@uni.edu>, "Dr. Dwight C. Watson" <dwright.watson@uni.edu>, Nadene Davidson <Nadene.Davidson@uni.edu>

**CC:** Elizabeth Zwanziger <elizabeth.zwanziger@uni.edu>

Dear Dean Haack,

I wanted to express the willingness on behalf of MPLS to continue the collaboration between MPLS and the Departments of Languages and Literature to support French language and methods classes with the the engaging instruction by Dr. Zwanziger, faculty member at MPLS for' 2012-2013. Although this is early in the process and these decisions will not be made until a later date. I wanted to express our willingness to continue this collaboration.

Dr. Lyn Countryman

**Subject:** Re: French class support  
**From:** Joel Haack <joel.haack@uni.edu>  
**Date:** 12/16/2011 1:50 PM  
**To:** "Lyn Countryman, Ph.D., NBCT" <lyn.countryman@uni.edu>  
**CC:** jeffrey.copeland@uni.edu, Anne Lair <anne.lair@uni.edu>, "Dr. Dwight C. Watson" <dwright.watson@uni.edu>, Nadene Davidson <Nadene.Davidson@uni.edu>, Elizabeth Zwanziger <elizabeth.zwanziger@uni.edu>

Lyn,

I appreciate the offer. At this point, projecting the results of some of the budgetary discussions we've had, I doubt that we'll be able to offer Dr. Zwanziger any sections, but if that changes, I'll let you (and everyone else) know immediately.

Joel

On Fri, Dec 16, 2011 at 12:21 PM, Lyn Countryman, Ph.D., NBCT <[lyn.countryman@uni.edu](mailto:lyn.countryman@uni.edu)> wrote:

Dear Dean Haack,

I wanted to express the willingness on behalf of MPLS to continue the collaboration between MPLS and the Departments of Languages and Literature to support French language and methods classes with the the engaging instruction by Dr. Zwanziger, faculty member at MPLS for 2012-2013.

Although this is early in the process and these decisions will not be made until a later date. I wanted to express our willingness to continue this collaboration.

Dr. Lyn Countryman

Dean, College of Humanities, Arts and Sciences  
University of Northern Iowa

**Subject:** Employee count at R&D School

**From:** Bruce Rieks <bruce.rieks@uni.edu>

**Date:** 12/16/2011 3:50 PM

**To:** Benjamin Allen <allenbaf@uni.edu>, Gloria Gibson <Gloria.Gibson@uni.edu>, "Dr. Dwight C. Watson" <dwright.watson@uni.edu>, Jan Hanish <jan.hanish@uni.edu>, Brenda Buzynski <brenda.buzynski@uni.edu>

All,

As requested from our recent meeting, I have attached a file the displays the employee count at the R&D School for FY 2009 through FY 2012. The net increase over that time frame is 15. The primary increase is with Faculty-Term/Renewable Term.

I also reviewed the R&D Athletic budget. I discovered that the sheet provided by Lynn that totaled \$402,988 for Athletics included a formula error of \$153,644. Her amount should be \$249,344. I requested that Lynn confirm this since even this amount is not the same as what was formally submitted for the FY 2012 R&D Athletic budget. I will update once I receive her confirmation. By the way, my question to Lynn was asked strictly as a confirmation of one report to another.

Please let me know if you have any additional questions concerning this information.

Thanks,  
Bruce

— Attachments: —

R&D\_Employee Ct\_ UNHR127K\_MOD\_Org\_22NOV11.xlsx

11.1 KB



University of Northern Iowa UNHR127K\_MOD - Counts by EEO6 Categories by Dept Run-Date: 22-NOV-11

		Monthly 30-SEP-08	Monthly 30-SEP-09	Monthly 30-SEP-10
		Employee Count	Employee Count	Employee Count
1) Executive/Administrative/Managerial	R&D School	2	2	1
2) Instruction (faculty)	R&D School	32	30	29
3) Faculty-Term/Renewable Term	R&D School	3	2	1
4) Other Professionals	R&D School	3	3	3
5) Clerical and Secretarial	R&D School	5	3	3
6) Technical/Paraprofessionals	R&D School	0	0	1
<b>Total Employees</b>		<b>45</b>	<b>40</b>	<b>38</b>

FY12-FY09

Monthly 30-SEP-11 Change

Employee Count	
1	-1
31	-1
17	14
6	3
4	-1
1	1
60	15

**Subject:** research at MPLS

**From:** "Lyn Countryman, Ph.D., NBCT" <lyn.countryman@uni.edu>

**Date:** 12/16/2011 4:41 PM

**To:** "Dr. Dwight C. Watson" <dwright.watson@uni.edu>, Brenda Buzynski  
<brenda.buzynski@uni.edu>

**CC:** Nadene Davidson <Nadene.Davidson@uni.edu>, "Lyn Countryman, Ph.D., NBCT"  
<lyn.countryman@uni.edu>

Dwight,

I hope this is what you wanted.

Don't forget we have the information on our outreach efforts and  
really much of this was in the BOR document, done by Brenda.

This is more succinct.

lyn

---

— Attachments: —

Current Research at MPLS.docx

160 KB

# **Current Research and Strategic Initiatives at MPLS**

## ***transforming into Iowa's Research and Development School***

We submitted IRB applications for The Leader in ME Research and the One-to-One Computer Initiative Research. Both applications were accepted in August, 2011. Data collection on these two initiatives is in progress. Presentations have already been made on the preliminary findings. Both of these research efforts contribute to the Competency Based Learning - **Goal 3 of our Strategic Plan** and Key Performance Indicator #1.

### **Presentations made on One-to-One Research:**

Holly Hanna & Ashley Jorgensen, December 2, 2011, 1:1 Malcolm Price Laboratory School Results (poster session), Iowa Educational Research and Evaluation Association State Conference, Ames, Iowa

Josh Henriksen, Kathy Kottmeier, and Ashley Jorgensen, December 9, 2011, Initial Lessons Learned Comparing Ipad to MacBooks, AEA257 One-to One Conference, Cedar Falls, Iowa  
Follow-up email: Hi Lyn,

Thanks again for sharing the experience of your staff at the 1:1 Conference on Friday. I saw a number of tweets regarding the Mac vs. iPad session. If you publish any of your research, please let me know how to get a copy. Thanks again for helping make the conference a success!

Jerry Schnabel  
Director, Information and Technology Services      Phone 319-258-7638  
Area Education Agency 267      800-542-8375

### **Presentation made on The Leader in Me Research:**

Josh Wilkinson and Josh Hanna, December 9, 2011, The Leader In Me Research at Malcolm Price Laboratory School, Iowa Educational Research and Evaluation Association State Conference, Ames, Iowa

### **Data Collection at MPLS for Outside Research Studies**

The COE/MPLS Research Committee has received applications to conduct six different studies at MPLS. While one of these studies was rejected, five have been approved and are in the data collection process

### **Competency of Educational Program – Strategic Goal 1 – Key Performance Indicator #1**

According to the R & D Strategic Plan approved by the Board of Regents and the state Advisory Council one of the strategic initiatives is to develop a Competency Based Educational Program at the high school level. The Interim Director served on the Iowa Department of Education (IDOE) Competency Based Education Committee during FY11 to develop the state expectations. Five members of the MPLS professional educators attended the state-wide Competency – Based Education Conference, December 8, 2011 in Des Moines. The Interim Director is applying for a waiver to the IDOE to explore new frameworks for the development of an innovative technology rich Competency Based Education System.

**Personalized Learning Plans – Strategic Goal 1 Key Performance Indicator 2**

Students K-6 are utilizing data notebooks to document their learning goals and progress. Students 7-12 are developing electronic portfolios to document their learning goals and progress. *The Leader in Me* plays a role in having students take charge and LEAD their own educational progress.

**Professional Statewide Learning Communities – Strategic Goal 2**

**Key Performance Indicator #3 – Develop satellite sites throughout Iowa**

**Key Performance Indicator #5 – Collaborative partnerships**

We are in/ or have been in communication with the following school districts to partner on current initiatives at MPLS: Storm Lake, Monticello, Waukee, Council Bluff (active partnership in Literacy), Waterloo (active partnership in Mathematics), CAL on the one-to-one, Cedar Falls on Project Based Learning, and the Cedar Valley Area Schools (on “The Leader in ME”).

**Innovative Network to Demonstrate and Disseminate Statewide – Strategic**

**Goal 4 – Key Performance Indicator #1**

A preliminary Carver Grant application is being developed to purchase the server, streaming, and digitizing technology to operate a statewide consortium of innovative practices collected from satellite sites and MPLS to serve as points of discussion in Virtual Professional Learning Communities made of up educators throughout the state.

### The Leader in ME Research

The Leader in Me is a whole-school transformation model that is purported to improve student attendance, academic performance, lead to fewer discipline problems and increase engagement among teachers and students by equipping students with the self-confidence and skills they need to thrive in the 21st Century world. The program is based upon Steven Covey's 7 Habits of Highly Effective People.

The majority of this impact has been documented through anecdotal reports in the form of case studies. Little quantitative data exists in support of the effectiveness of Leader in Me. Northern University Research and Development School (NU) has been asked by the Leader in Me organization to collect quantitative data in an effort to further substantiate the effectiveness of the program.

### One – to-One Research

Iowa, along with schools across the nation, is in the midst of substantial change, primarily due to changes in technology which, in turn, have led to major changes globally (Friedman, 2005, Darling-Hammond, 2009). Part of this change process is being accelerated by the increasing use of technology in schools. When the 2011-2012 academic year begins, roughly 33% of Iowa public high schools will have initiated a one-to-one computer program in their schools. An ongoing debate among educators, centers around whether iPads or laptop computers are better suited for use in schools. There is inadequate data based on comparisons between iPad and macBooks within the same classrooms in the same schools, this research is focused providing evidence for the state on this issue.

#### Research Questions:

Which computer platform, iPad or macBook, is best suited for learning in the disciplines of mathematics, science, social studies, language arts, modern language, music, business and art?  
Which computer platform, iPad or macBook, is best suited for learning by special needs students (students having a 504 plan or Individualized Plan of Instruction)?

Re: research at MPLS

**Subject:** Re: research at MPLS

**From:** "Dwight C. Watson" <dwright.watson@uni.edu>

**Date:** 12/18/2011 2:10 PM

**To:** "Lyn Countryman, Ph.D., NBCT" <lyn.countryman@uni.edu>

**CC:** Brenda Buzynski <brenda.buzynski@uni.edu>, Nadene Davidson  
<Nadene.Davidson@uni.edu>, "Lyn Countryman, Ph.D., NBCT" <lyn.countryman@uni.edu>

We also need to prepare for a presentation for the January 25 Advisory Meeting. The President wants an update on research initiatives. I am suggesting the same format that we did with the Teacher Education Advisory Board. Brenda will be sending out soon the agenda and location for the upcoming meeting.

Sent from my iPad

On Dec 16, 2011, at 4:41 PM, "Lyn Countryman, Ph.D., NBCT" <[lyn.countryman@uni.edu](mailto:lyn.countryman@uni.edu)> wrote:

Dwight,

I hope this is what you wanted.

Don't forget we have the information on our outreach efforts and really much of this was in the BOR document, done by Brenda.

This is more succinct.

lyn

<Current Research at MPLS.docx>

**Subject:** Re: Employee count at R&D School

**From:** "Dwight C. Watson" <dwright.watson@uni.edu>

**Date:** 12/18/2011 2:16 PM

**To:** Bruce Rieks <bruce.rieks@uni.edu>

**CC:** Benjamin Allen <allenbaf@uni.edu>, Gloria Gibson <Gloria.Gibson@uni.edu>, Jan Hanish <jan.hanish@uni.edu>, Brenda Buzynski <brenda.buzynski@uni.edu>

Bruce, can you calculate this in monetary amounts. Thanks for pulling this together.

Sent from my iPad

On Dec 16, 2011, at 3:50 PM, Bruce Rieks <bruce.rieks@uni.edu> wrote:

All,

As requested from our recent meeting, I have attached a file the displays the employee count at the R&D School for FY 2009 through FY 2012. The net increase over that time frame is 15. The primary increase is with Faculty-Term/Renewable Term.

I also reviewed the R&D Athletic budget. I discovered that the sheet provided by Lynn that totaled \$402,988 for Athletics included a formula error of \$153,644. Her amount should be \$249,344. I requested that Lynn confirm this since even this amount is not the same as what was formally submitted for the FY 2012 R&D Athletic budget. I will update once I receive her confirmation. By the way, my question to Lynn was asked strictly as a confirmation of one report to another.

Please let me know if you have any additional questions concerning this information.

Thanks,  
Bruce

<R&D\_Employee Ct\_ UNIH127K\_MOD\_Org\_22NOV11.xlsx>



**Subject:** RE: R&D Advisory Council - \*\* need your recommendations \*\* and next meeting - January 25 - 3:15 pm  
**From:** "Dr. Dwight C. Watson" <dwright.watson@uni.edu>  
**Date:** 12/22/2011 3:22 PM  
**To:** "Brenda Buzynski" <brenda.buzynski@uni.edu>

Attached are my recommendations in the areas that I am aware of.

Dr. Dwight C. Watson  
Dean, College of Education  
University of Northern Iowa

---

**From:** Brenda Buzynski [mailto:brenda.buzynski@uni.edu]  
**Sent:** Thursday, December 22, 2011 2:55 PM  
**To:** Ben Allen; LYN L. COUNTRYMAN; Dr. Dwight C. Watson; Whaley, David [HS AD]; Jim Young; mdavis@postville.k12.ia.us; tupperj@davenportschools.org; aphomvisay@marshalltown.k12.ia.us; pbarry@nwaea.k12.ia.us; Lagos Lavenz, Susan M; janet.mcmahill@drake.edu; robinmebus@mchsi.com; fbule@keystoneEMC.com; chris.hall@legis.state.ia.us; brian.schoenjahn@legis.state.ia.us; bschoenjahn@arlingtonia.com; paul.mckinley@legis.state.ia.us; walt.rogers@legis.state.ia.us; jason.glass@iowa.gov; youngi@cedar-falls.k12.ia.us  
**Cc:** Brenda Buzynski; gail.sullivan@iowa.gov; gloria.gibson@uni.edu; Davidson Nadene; Petosa, Kathy [ED]; Mary-Sue Bartlett; Pat Woelber; 'jennifer.yarrow'; Crane, Jody [ED]; Lynette White; STACEY MAR CHRISTENSEN  
**Subject:** Re: R&D Advisory Council - \*\* need your recommendations \*\* and next meeting - January 25 - 3:15 pm

R&D Advisory Council,

Best wishes for a wonderful holiday and a terrific 2012!

I hope you have had a productive fall semester and are looking forward to a productive spring 2012.

I have 1 calendar item for you - and a reminder - that we need your recommendations!

**\*\* Please mark your calendar for Wednesday, January 25, from 3:15-4:45 p.m. - for the next R&D Advisory Council meeting. We will meet in the State Library Building - and utilize the ICN. PLEASE let me know by January 13 - if you will participate via the ICN - so we can reserve all appropriate sites. More details for the meeting will be emailed in January.**

**\*\*\*Also, as a reminder - we need your suggestions for members to the STANDING INSTITUTIONAL RESEARCH COMMITTEE (SIRC).\*\*\***

Attached is the one-page form - that provides details/criteria for membership to this important committee. Please email or call me with your recommendations by January 13.

Again, more email will be send in January -- but for now - please mark your calendar - and submit your recommendations for potential members of the SIRC committee.

Happy Holidays. - Brenda

---

Brenda Buzynski said the following on 11/13/2011 6:05 PM:  
R&D Advisory Council --

I hope all are having a productive fall semester as soon we will be approaching final exam week for this semester.

As follow-up to our previous meeting in August - and in preparation of our next meeting (date TBD) - I am sending the following documents.

- 1) summary of the August 5, 2011 meeting
- 2) power point - used at the August 5, 2011 meeting
- 3) Standing Institutional Research Committee **\*\* Need your suggestions for members of this committee. \*\***
- 4) Report on the R&D school - primarily on work completed in 2010-2011 - but includes some context for research activity that is on-going at the R&D school
- 5) R&D School Strategic Plan - this has been discussed at the Advisory Council meetings - and will be shared at the Board of Regents meeting on Dec. 7, 2011.

**\*\* ALSO -- you may recall from the previous meeting - discussion about the importance of the Standing Institutional Research Committee - and the need for your recommendations of members for this committee. By November 30, 2011 -- please email me suggestions for membership to this committee. \*\***

If you have any questions regarding the attached information please let me know, and I look forward to receiving your recommendations for members to the Standing Institutional Research Committee. Thank you and best wishes for an enjoyable November and December.

Brenda Buzynski

P. S. -- I will send more email - regarding future meeting dates/times.

---

Brenda Buzynski said the following on 8/4/2011 5:30 PM:  
R&D Advisory Council members:

To prepare for the meeting on August 5 at 1:30 p.m. - I have attached:

- 1) agenda
- 2) council members
- 3) 3 year timeline
- 4) R&D draft Strategic Plan
- 5) Membership - Standing Institutional Research Committee

I will also be emailing you the power point used to guide us through the meeting on Friday morning, August 5.

If you have any questions, please let me know, and thank you for your commitment to improving education. ~ Brenda Buzynski

Brenda Buzynski wrote:

Dear R&D Advisory Council Members,

Welcome to Representatives Chris Hall and Walt Rogers to the R&D school Advisory Council, and congratulations to Dr. Aiddy Phomvisay for being selected as Principal to the Marshalltown High School! We look forward to your contributions to the Advisory Council.

I hope you have had an enjoyable summer and I'm sure you are all looking forward to the Educational Summit on July 25 and 26. Perhaps we will see you in Des Moines next week or you will observe the Summit speakers and discussions online at [https://education.iowa.edu/education\\_tv](https://education.iowa.edu/education_tv). It is time to reconvene the R&D Advisory Council for the fall semester. Therefore, the first meeting this fall is scheduled for Friday, August 5, from 1:30 - 3:15 p.m. in Des Moines at the Department of Education, ICN conference room. As always, if you would like to participate via the ICN, just let me know your ICN site location.

A brief review of the agenda for this meeting includes:

- 1) Update/review of the R&D school Strategic Plan
- 2) Comments from the Educational Summit
- 3) Review of the consultation list of items - that need to be addressed this fall

Jason Glass and Ben Allen will lead the meeting, as well as Dwight Watson, Dean of the UNI College of Education, will be in attendance.

I will send out more information by email, and in the meantime, if you have any questions, please let me know. Thank you for your interest and commitment to improving education.

~ Brenda Buzynski

--  
Brenda Buzynski  
UNI - Office of the President  
20 Seerley Hall, Cedar Falls, IA 50614-0705  
PH: 319-273-2566 FAX: 319-273-6494  
[Brenda.Buzynski@uni.edu](mailto:Brenda.Buzynski@uni.edu)

The University of Northern Iowa provides transformative learning experiences that inspire students to embrace challenge, engage in critical inquiry

--  
Brenda Buzynski Ph.D.  
UNI - Office of the President  
20 Seerley Hall, Cedar Falls, IA 50614-0705  
PH: 319-273-2566 FAX: 319-273-6494  
[Brenda.Buzynski@uni.edu](mailto:Brenda.Buzynski@uni.edu)

The University of Northern Iowa provides transformative learning experiences that inspire students to embrace challenge, engage in critical inquiry

Attachments:

Member Standing Institutional Research Committee (1).docx

23.2 KB

## Statewide R&D School – Standing Institutional Research Committee Membership

Per Senate File 470, the committee shall serve as the clearinghouse for the investigative and applied research at the research and development school.

The appointed members should collectively possess the following characteristics:

- Be well informed about the educational needs of students in the state.
- Be aware of and understand the standards and protocol for educational research.
- Understand the dissemination of prekindergarten through grade twelve research results.
- Understand the impact of educational results.
- Be knowledgeable about compliance with human subject protection protocol.

One of the members representing public school teachers approved for membership pursuant to paragraph “a”, subparagraph (6) through (8) shall be an active teacher in the Cedar Falls community school district.

The committee shall create research protocols, approve research proposals, review the quality and results of performed research, and provide support for dissemination efforts.

An 11-member standing institutional research committee, appointed by the UNI president and the director of the Department of Education, is created, composed of the following members:

1. Director of the R&D school (or designee) \_\_\_\_\_
2. Representative of the University of Northern Iowa \_Nadene Davidson
3. Representative of Iowa State University - Hena Patel
4. Representative of the University of Iowa - Susan Assouline
5. Representative of business and industry - Michael Peterson
6. Pre-K through grade 6 public school teacher\* \_\_\_\_\_
7. Grade 7 through grade 9 public school teacher\* \_\_\_\_\_
8. Grade 10 through grade 12 public school teacher\* \_\_\_\_\_
9. Representative of boards of school districts  
selected from a list of nominees submitted  
by the Iowa Association of School Boards \_\_\_\_\_
10. Department of Education representative - Kevin Fangman\_\_\_\_\_
11. Representative of private colleges in Iowa Tracy Schuster – St. Ambrose University

\* Must be a participating member of a teacher quality committee created pursuant to section 284.4, subsection 1, paragraph “c”.

**Subject:** RE: Price Lab Question  
**From:** "Ty Perkins" <ty.perkins@uni.edu>  
**Date:** 1/3/2012 9:04 AM  
**To:** "'Dwight Watson'" <dwright.watson@uni.edu>

Thanks for the response, I will follow up with Lyn.

Thanks,

Ty Perkins

**From:** Dwight Watson [mailto:dwright.watson@uni.edu]  
**Sent:** Sunday, January 01, 2012 10:28 PM  
**To:** Ty Perkins  
**Subject:** Re: Price Lab Question

A decision has been made. If your child was in pre-k it does not matter where you lived. Talk to Lyn about your eligibility.

On Fri, Dec 30, 2011 at 9:00 AM, Ty Perkins <[ty.perkins@uni.edu](mailto:ty.perkins@uni.edu)> wrote:  
Hello Dr. Watson,

Has a decision been made on Price Labs current attendance zone? Will this attendance zone be in play next year or can you live anywhere in Cedar Falls without paying tuition next year?

Thanks,

Ty Perkins M.Ed.  
Recruitment & Retention Coordinator  
University of Northern Iowa  
College of Education  
Phone: (319) 273-7238  
[Ty.Perkins@uni.edu](mailto:Ty.Perkins@uni.edu)  
[www.uni.edu](http://www.uni.edu)

**Subject:** Re: MPLS-CFCSD agreement

**From:** Gloria Gibson <gloria.gibson@uni.edu>

**Date:** 1/3/2012 3:25 PM

**To:** Tim McKenna <tim.mckenna@uni.edu>

**CC:** Ben Allen <ben.allen@uni.edu>, dwight watson <dwight.watson@uni.edu>, Nadene Davidson <Nadene.Davidson@uni.edu>, Lyn Countryman <countryman@uni.edu>, Brenda Buzynski <Brenda.Buzynski@uni.edu>, Virginia Arthur <virginia.arthur@uni.edu>

Thanks Tim for the update. I'll defer to Ben on where the UNI signed agreement should be housed. Thanks everyone for your work on the agreement. Gloria

Tim McKenna said the following on 1/3/2012 11:07 AM:

Hello and Happy New Year!

Attached is a scanned copy of the signed agreement with the Cedar Falls Community School District for your files. Thank you for all of your time and effort in helping to complete this document. Each one of you provided valuable input and assisted in getting this done.

I have two originals of the signed agreement here in my office. One will be returned to CFCSD. The other one is for the UNI files. Typically, we have the originating program or department keep the original. In this case, I would guess that would be the Provost's Office or the Dean's Office (since Dwight signed for MPLS). However, you might want it kept in the President's Office or MPLS.

Ben, Gloria, and Dwight -- please let me know who should receive and file the original signed agreement.

Again, thank you all.

-Tim

e

**Subject:** Fwd: MPLS-CFCSD agreement  
**From:** "Dwight C. Watson" <dwight.watson@uni.edu>  
**Date:** 1/5/2012 2:21 AM  
**To:** Mary-Sue Bartlett <mary-sue.bartlett@uni.edu>

Please print.

Sent from my iPad

Begin forwarded message:

**From:** Tim McKenna <[tim.mckenna@uni.edu](mailto:tim.mckenna@uni.edu)>  
**Date:** January 3, 2012 11:07:44 AM CST  
**To:** Ben Allen <[ben.allen@uni.edu](mailto:ben.allen@uni.edu)>, Gloria Gibson <[gloria.gibson@uni.edu](mailto:gloria.gibson@uni.edu)>, dwight watson <[dwight.watson@uni.edu](mailto:dwight.watson@uni.edu)>, Nadene Davidson <[Nadene.Davidson@uni.edu](mailto:Nadene.Davidson@uni.edu)>, Lyn Countryman <[countryman@uni.edu](mailto:countryman@uni.edu)>, Brenda Buzynski <[Brenda.Buzynski@uni.edu](mailto:Brenda.Buzynski@uni.edu)>  
**Cc:** Virginia Arthur <[virginia.arthur@uni.edu](mailto:virginia.arthur@uni.edu)>  
**Subject:** MPLS-CFCSD agreement

Hello and Happy New Year!

Attached is a scanned copy of the signed agreement with the Cedar Falls Community School District for your files. Thank you for all of your time and effort in helping to complete this document. Each one of you provided valuable input and assisted in getting this done.

I have two originals of the signed agreement here in my office. One will be returned to CFCSD. The other one is for the UNI files. Typically, we have the originating program or department keep the original. In this case, I would guess that would be the Provost's Office or the Dean's Office (since Dwight signed for MPLS). However, you might want it kept in the President's Office or MPLS.

Ben, Gloria, and Dwight -- please let me know who should receive and file the original signed agreement.

Again, thank you all.

-Tim

---

— Untitled attachment 00275.htm —

— Attachments:

---

20120103101905359.pdf

684 KB

---

Untitled attachment 00275.htm

92 bytes



## BOUNDARY LINE AND STUDENT TRANSFER AGREEMENT

COME NOW, on this 1<sup>st</sup> day of December, 2011, Cedar Falls Community School District, an Iowa school corporation (hereinafter, the "District"); Malcolm Price Laboratory School, Iowa's Research and Development School pursuant to Iowa Code Chapter 256G (hereinafter, "MPLS"); the University of Northern Iowa, a state university governed by the Board of Regents, State of Iowa pursuant to the Code of Iowa (hereinafter, the "University"); and the Board of Regents, State of Iowa (hereinafter, "BOR"); and hereby execute this Boundary Line and Student Transfer Agreement (hereinafter, the "Agreement").

WHEREAS, MPLS is a research, development, demonstration and dissemination school located within the boundary of the District;

WHEREAS, Chapter 256G of the Iowa Code establishes MPLS as the state research and development school and states that MPLS and the District "shall create and maintain a basic geographic boundary line agreement" that "ensure[s] that students currently enrolled at the center for early development education shall continue to have priority access to enrollment at the research and development school.";

WHEREAS, Chapter 256G further states that the University and the District "shall develop a student transfer policy for (MPLS) that will protect and promote the quality and integrity of the teacher education program and the viability of the education program of the Cedar Falls Community School District.";

WHEREAS, it is the desire of the District, MPLS, the University, and BOR to enter into an Agreement that establishes a student transfer policy that will protect and promote the quality and integrity of the teacher education program at the University and MPLS by ensuring that MPLS has the opportunity to educate students residing within the established boundary zone, and maintain the viability of the education program of the District by establishing a policy and procedure to allow students from within the boundary zone to attend MPLS.

Pursuant to Chapter 256G of the Iowa Code and the mutual agreement of the District, MPLS, the University, and BOR, the parties agree to the following Boundary Line and Student Transfer Policy:

1. Attendance Zone. The "MPLS Attendance Zone" shall be the area within the City of Cedar Falls, Iowa, lying within the following "Boundary Line":

Starting at Hudson Rd. and University Ave., then northeast to College Street, then south to West 29th Street, then south, following Jennings Drive to South Main Street, then north to West 14th Street, then west to Fairview Cemetery, then following the cemetery boundary to the south, west, and north to West 12th Street, then west to Hudson Rd., then south to a line extending east from Alden Ave., then west to Brenton Drive, then south to West 18th Street, then east to Hudson Rd., then south to University Ave., the starting point.

This MPLS Boundary Line is illustrated by a map that is attached hereto as "Exhibit A". This outlines the MPLS Attendance Zone in Cedar Falls. The middle of the street shall be the dividing line in all cases, with the exception of 14th Street, Alden Ave., Brenton Dr., and 18th Street, where property on either side of said streets are included in the MPLS Attendance Zone.

2. **Student Transfer Policy.** It is the intention of the parties to allow students residing within the MPLS Attendance Zone and certain other students residing within the District who are determined to be eligible under the provisions of this Agreement, to choose whether to attend the District's schools or MPLS. In order to affect this intention, the parties agree to the following Preferred Student Transfer Policy:

(a) **Enrollment Application.** An individual who is otherwise eligible to enroll in the District who wishes to attend MPLS must submit an application for open enrollment pursuant to Iowa Code § 282.18, along with sufficient verification of residence as defined in this paragraph, to the District on or before March 1 prior to the school year in which the student wishes to enroll at MPLS. In the event an individual wishes to enroll in kindergarten at MPLS, this deadline shall be September 1 of the school year in which the student wishes to enroll. Students who are enrolled at MPLS as of October 1, 2010, based on the guidelines in place prior to the effective date of this Agreement, shall not be required to file an application for open enrollment to remain at MPLS; provided, however, that this provision shall not be construed to relieve a "Tuition-In" student as hereinafter defined from the obligation to continue paying tuition in order to remain enrolled at MPLS unless the student's circumstances change and otherwise allows a transfer under the terms of this Agreement. For the purposes of this paragraph, sufficient verification of residence shall consist of all of the following:

- i. A copy of a signed and dated lease (if the student's home is rented), a copy of the most recent property tax bill showing the name of the parents or guardian (if the student's home is owned by his or her parent or guardian), or a copy of the signed contract for sale with closing date and identification of buyer and seller (if the student's home is being purchased on contract), AND
- ii. A voter registration card, utility bill, landline phone bill, or driver's license of the parent or guardian containing the student's address, AND
- iii. A signed "address attest letter" in which the parent or guardian attests that the student lives at the address.

- (b) **Review and Criteria for Eligibility.** The District shall consider the following criteria in order to determine whether an individual who has submitted an application for open enrollment pursuant to subparagraph (a) shall be considered eligible to transfer:
- i. Any otherwise qualified individual whose primary place of residence is located within the MPLS Attendance Zone shall be considered eligible to transfer to and attend MPLS.
  - ii. Any otherwise qualified individual whose primary place of residence is located outside the MPLS Attendance Zone, but who has attended the MPLS Preschool for at least one full academic year immediately prior to the date of transfer, shall be considered eligible to attend MPLS.
  - iii. Any otherwise qualified individual who attended MPLS during a period of time when said individual's parent or parents resided in University Student Housing, but whose current primary place of residence is located outside the MPLS Attendance Zone, shall be eligible to continue to attend MPLS.
  - iv. Any otherwise qualified individual who is applying to enroll in any of the grades 7 through 12 of MPLS.

No individuals other than those considered eligible to transfer under the provisions of this paragraph 2(b) shall be considered eligible to transfer or attend MPLS, provided, however, that notwithstanding the provisions of this paragraph, students who pay the state cost per pupil established by the Iowa Department of Education (hereinafter, "Tuition-In") shall be allowed to attend MPLS.

- (c) **Criteria for Approval of Eligible Applicants.** On or about October 1 during each academic year, the District shall determine the total number of students enrolled in the District for that academic year. By October 15, in consultation with MPLS, the District shall determine the maximum number of transfer requests that it may be approved without causing the total enrollment of MPLS or the total number of transfers to exceed the limits established by Iowa Code § 282.18(16) or any other provision of state law. This number shall be considered the "Student Transfer Limit." As part of this process, the District shall provide MPLS with written notice of the District's total enrollment and the Student Transfer Limit which shall apply for the following academic year. After determining the eligibility of all applicants pursuant to subparagraphs 2(a) and 2(b) above, in the event the total number of eligible applicants does not exceed the Student Transfer Limit, the District shall approve the transfer of all eligible applicants. In the event the number of eligible applicants exceeds the Student Transfer Limit, the District shall approve only the number of eligible applicants that is equal to the Student Transfer Limit, using the following criteria:

- i. First preference shall be given to applicants who have enrolled at MPLS in prior years, in order of the most recent school year in which the student was enrolled at MPLS.
  - ii. Next preference shall be given to applicants who reside with a sibling or siblings who is/are enrolled at MPLS.
  - iii. Then, in consultation with MPLS, preference shall be given to applicants who exhibit attributes that are under-represented in the student population of MPLS in relation to the student population of the State of Iowa.
  - iv. In the event that the District has not approved eligible applicants totaling the Student Transfer Limit based on the previously stated preferences, requests to transfer shall be granted on the basis of date upon which each completed application was received by the District, with earlier applications receiving preference. In the event that the application of this preference results in a tie, the District and MPLS shall utilize a means of random chance by which to determine which application(s) shall be granted.
- (d) **Late Application.** In the event an individual who would otherwise be required to submit an application for open enrollment to the District on or before March 1 pursuant to subparagraph (a) above instead submits said application and sufficient verification of residence after March 1 but before the first day of classes in the school year in which the student wishes to enroll, the individual shall be required to, in addition to meeting one of the criteria for transfer listed in subparagraph (b), provide notification to the District that "good cause" exists for failure to meet the deadline, as defined in Iowa Code § 282.18. If approval of the individual's request to transfer would cause the total number of approved transfers to exceed the Student Transfer Limit, the District shall deny the individual's request.
- (e) **Mid-year Application.** No requests for transfer pursuant to this Transfer Policy submitted after the first day of classes in a school year shall be accepted unless the request is deemed by the board of the resident district to meet the requirements of Iowa Code section 282.18(5) (relating to repeated acts of harassment or serious health conditions).
- (f) **Home Schooled Students.** A student who files an application for open enrollment and is determined to be eligible for transfer under this paragraph, and who attends MPLS on a part-time basis only because the student has been placed under competent private instruction under Chapter 299A of the Code of

Iowa, shall not be counted toward the Student Transfer Limit unless he or she attends MPLS an average of three (3) or more class hours per day.

- (g) **Denial.** The District shall notify all applicants whose requests to transfer were denied. Such students shall not be permitted to enroll at MPLS unless any of such students chooses to Tuition-In.
- (h) **Approval by MPLS.** The District shall submit to MPLS all applications for open enrollment that are approved by the District pursuant to the above policy. MPLS shall have the opportunity to review all approved requests and may elect to either accept the approved student's request for enrollment at MPLS or deny the request. In the event MPLS denies any student's request for enrollment at MPLS and the number of eligible applicants exceeded the Student Transfer Limit, the District shall approve the next eligible applicant(s) who was not accepted at MPLS using the preference criteria listed in paragraph 2(c) until either all eligible applicants are approved and submitted to MPLS, or the number of eligible students accepted at MPLS is equal to the Student Transfer Limit, whichever occurs first. The total number of students accepted by MPLS shall not exceed the limits established by Iowa Code § 282.18(16). MPLS shall notify each student whose application for open enrollment was accepted by the District of its decision of whether to accept or deny the student's enrollment.
- (i) **Mid-year Move.** In the event that, after the first day of classes, a student's primary place of residence changes from within the MPLS Attendance Zone to outside the MPLS Attendance Zone but within the District, the student shall be allowed to maintain his or her enrollment at MPLS for the remaining duration of that academic school year for the purpose of continuity of education. In the event a student's primary place of residence changes from outside the MPLS Attendance Zone to within the MPLS Attendance Zone, the student shall be allowed to apply for enrollment at MPLS as provided in paragraph 2(d), notwithstanding the application for enrollment is on or after the first day of classes.
- (j) **Transfer to the District.** A student who chooses to enroll at MPLS pursuant to the Student Transfer Policy, and who continues to reside in the MPLS Attendance Zone or is otherwise eligible under the Student Transfer Policy, shall retain his or her enrollment at MPLS unless and until the student either changes his or her primary place of residence to a location outside the MPLS Attendance Zone or elects to transfer from enrollment in MPLS to the District. In the event a student wishes to transfer his or her enrollment to the District, the student shall submit a written notice of such request to MPLS, and MPLS will notify the District of the student's request to transfer. So long as the student submits such notice to MPLS, and if the student is in good standing at MPLS, MPLS shall permit, and the District shall accept, the request to transfer to the District effective for the start of the semester after receipt of the request.

3. **Publication.** The parties agree to work together to adequately publish the details of this Agreement that are necessary to allow the affected individuals, including members of the community, to comply with its terms.
4. **Transportation.** The District shall not be required to provide transportation to any student who is enrolled at MPLS, except as required by law. As of the date of the execution of this Agreement, since the law does not require such transportation, the District shall not provide transportation to said students due to capacity limits of District buses. If at any time the District, in its sole discretion, elects to offer transportation to students who are enrolled at MPLS, the District shall provide MPLS with written notice of its offer to provide said transportation and the rates at which the District wishes to offer said transportation services. MPLS shall, within thirty days of receiving the District's written notice of its election to offer transportation services, provide written notice to the District of its election to either accept or reject the District's offer.
5. **Effective Date.** The terms of this Agreement shall become effective for the 2011-2012 school year.
6. **Term of Agreement and Renewal.** This Agreement shall be effective for a period of three years, through the 2013-2014 school year. Representatives from the District, MPLS, and UNI shall meet before July 1, 2012 to discuss this Agreement and to determine whether there is mutual agreement to make any amendments thereto. Representatives from the District, MPLS, and UNI shall also meet before January 1, 2014, to discuss whether to renew or modify this Agreement.
7. **Change in Law.** This Agreement is intended to comply with Iowa Code § 256G.3 and § 282.18 (15) and (16); provided, however, it is expressly agreed by the parties that students whose primary residence is located outside the MPLS Attendance Zone as defined in this Agreement shall only be eligible to attend MPLS as provided in this Agreement.
8. **Governing Law.** This Agreement shall be governed by the laws of the State of Iowa.

Dated this 1<sup>st</sup> day of December, 2011.

CEDAR FALLS COMMUNITY SCHOOL DISTRICT

By Deon Senchina

Name: Deon Senchina

Title: President, Cedar Falls Board of Education

MALCOLM PRICE LABORATORY SCHOOL

By

Dwight C. Watson

Name:

Dwight C. Watson

Title:

Dean, College of Education

UNIVERSITY OF NORTHERN IOWA

By

Gloria J. Gibson

Name:

Gloria J. Gibson

Title:

Exec. Vice President & Provost

BOARD OF REGENTS, STATE OF IOWA

By

Robert D. Dyer

Name:

Robert D. Dyer

Title:

Executive Director

**Subject:** FW: Legislative Report

**From:** "Crabtree-Groff, Kris [ED]" <Kris.Crabtree-Groff@iowa.gov>

**Date:** 1/12/2012 10:57 AM

**To:** "Larson, Joen" <Joen.Larson@ashford.edu>, "Schock, Ruth" <Ruth.Schock@briarcliff.edu>, "william.mangan@briarcliff.edu" <william.mangan@briarcliff.edu>, "finnern@bvu.edu" <finnern@bvu.edu>, Suzi Kalsow <kalsow@bvu.edu>, Kris Kilibarda <kilibardak@central.edu>, "Christine Day" <dayc@central.edu>, "streym@central.edu" <streym@central.edu>, Larry Bice <Larry.Bice@clarke.edu>, "joan.lingen@clarke.edu" <joan.lingen@clarke.edu>, "Johanson, Roger" <rjohan@coe.edu>, "mbaehr@coe.edu" <mbaehr@coe.edu>, "JillHeinrich" <JHeinrich@cornellcollege.edu>, "dean\_academic@cornellcollege.edu" <dean\_academic@cornellcollege.edu>, "Dennis Vander Plaats" <DPlaats@dordt.edu>, "janet.mcmahill@drake.edu" <janet.mcmahill@drake.edu>, "TimothyVan Soelen" <timothyv@dordt.edu>, "ehoekstra@dordt.edu" <ehoekstra@dordt.edu>, "Eunice M Merideth" <eunice.merideth@drake.edu>, "Catherine.gillespie@drake.edu" <Catherine.gillespie@drake.edu>, "jill.johnson@drake.edu" <jill.johnson@drake.edu>, "jjimo@emmaus.edu" <jjimo@emmaus.edu>, "lbeatty@emmaus.edu" <lbeatty@emmaus.edu>, "stupkam@faith.edu" <stupkam@faith.edu>, "Don Long" <longd@faith.edu>, Nancy Halferty <halferty@graceland.edu>, "Tammy Everett" <teverett@graceland.edu>, Lorrie Long <llong@graceland.edu>, Tanya Coffelt <coffelt@graceland.edu>, "Robin TrimbleWhite" <rwhite@grandview.edu>, "mestivers@grandview.edu" <mestivers@grandview.edu>, "ketter@grinnell.edu" <ketter@grinnell.edu>, "voylesm@grinnell.edu" <voylesm@grinnell.edu>, "smithp@grinnell.edu" <smithp@grinnell.edu>, "Whaley, David [HS AD]" <dwhaley@iastate.edu>, "pwhite@iastate.edu" <pwhite@iastate.edu>, "Teresa Finken" <tfinken@iwc.edu>, "nericksen@iwc.edu" <nericksen@iwc.edu>, Del Shepard <DShepard@kaplan.edu>, "dross@kaplan.edu" <dross@kaplan.edu>, Mary Ellen Carroll <MaryEllen.Carroll@loras.edu>, "cheryl.jacobsen@loras.edu" <cheryl.jacobsen@loras.edu>, "James Paul Langholz" <langhoja@luther.edu>, "Jennifer Lynne Olufsen" <olufseje@luther.edu>, "Christopher Jones" <cjones@mum.edu>, "Paula Armstrong" <parmstrong@mum.edu>, "deeds@morningside.edu" <deeds@morningside.edu>, "haasel@morningside.edu" <haasel@morningside.edu>, "O'Keefe, Ellen" <eokeefe@mtmercy.edu>, "melody@mtmercy.edu" <melody@mtmercy.edu>, "Heitritter, Laura" <laura@nwcsiowa.edu>, "Daily,Laurie" <ldaily@nwcsiowa.edu>, "provost@nwcsiowa.edu" <provost@nwcsiowa.edu>, White Judith D <WhiteJudithD@sau.edu>, "StoubeDeanna M" <StoubeDeannaM@sau.edu>, "cassadysandral@sau.edu" <cassadysandral@sau.edu>, "Jackie Crawford" <jackie.crawford@simpson.edu>, "steve.griffith@simpson.edu" <steve.griffith@simpson.edu>, "Debra Stork" <DStork@dbq.edu>, "mward@dbq.edu" <mward@dbq.edu>, "Lagos Lavenz, Susan M" <susan-lagos-lavenz@uiowa.edu>, "margaret-crocco@uiowa.edu" <margaret-crocco@uiowa.edu>, "michael.licari@uni.edu" <michael.licari@uni.edu>, "Dr. Dwight C. Watson" <dwright.watson@uni.edu>, Melissa Heston <melissa.heston@uni.edu>, "cherin.lee@uni.edu" <cherin.lee@uni.edu>, "Behrens, Gail" <BEHRENSG@uiu.edu>, "Walker, Alan" <WalkerA@uiu.edu>, "meyerki@waldorf.edu" <meyerki@waldorf.edu>, Becky Hill



<hillb@waldorf.edu>, "alsopr@waldorf.edu" <alsopr@waldorf.edu>, "Cheryl O'Brien"  
<cheryl.obrien@wartburg.edu>, "ribichf@wartburg.edu" <ribichf@wartburg.edu>,  
"Martin,Pam" <MARTINP@wmpenn.edu>, "stahlen@wmpenn.edu" <stahlen@wmpenn.edu>  
**CC:** "Crane, Jody [ED]" <Jody.Crane@iowa.gov>, "Cormack, Mike [ED]"  
<Mike.Cormack@iowa.gov>

Dear Administrators and Teacher Preparation Contacts,

Attached is the *2012 Student Achievement and Accountability Annual Report*. According to Iowa Code, the Department of Education is required to send this report to all "deans" and teacher preparation contacts. I have used the most current information from each institution, so please forward the report to the appropriate person if I have made an error.

If you have questions or comments, feel free to contact me.

Sincerely,

Kris Crabtree-Groff, Ed.D.  
Teacher Preparation Consultant  
Iowa Department of Education  
Bureau of Accreditation and School Improvement  
400 East 14th Street  
Grimes Building - 3rd Floor  
Des Moines, IA 50319  
Phone: 515-725-0101  
Cell: 515-681-2308  
Fax: (515) 242-6025  
Email: kris.crabtree-groff@iowa.gov

---

**From:** Crane, Jody [ED]  
**Sent:** Wednesday, January 11, 2012 3:55 PM  
**To:** Crabtree-Groff, Kris [ED]  
**Subject:** Legislative Report

Hi Kris,

Per Iowa Code, the attached report needs to be sent to the Deans of the Colleges of Education at approved practitioner preparation institutions. Can you please send this to them and copy Mike Cormack and me?  
Thanks.

Jody Crane  
Executive Officer  
Iowa Department of Education  
Grimes State Office Building  
400 E. 14th Street  
Des Moines, IA 50319-0146  
Telephone: 515-281-5296  
Fax: 515-281-4122  
[jody.crane@iowa.gov](mailto:jody.crane@iowa.gov)

<http://educateiowa.gov/>

NOTICE TO RECIPIENT: THIS MESSAGE AND ANY RESPONSE TO IT MAY CONSTITUTE A PUBLIC RECORD, AND THEREFORE, MAY BE AVAILABLE UPON REQUEST IN ACCORDANCE WITH IOWA PUBLIC RECORDS LAW, IOWA CODE CHAPTER 22.

— Attachments: —

---

2012 Student Achievement and Accountability Annual Report.pdf

610 KB



---

**Iowa Department of Education**

***Student Achievement, Accountability and  
Professional Development Annual Report***

---

***Iowa Department of Education***

Grimes State Office Building  
Des Moines, IA 50319

January, 2012

State of Iowa  
**Department of Education**  
Grimes State Office Building  
400 E 14<sup>th</sup> St  
Des Moines IA 50319-0146

## ***State Board of Education***

Rosie Hussey, President, Clear Lake  
Charles C. Edwards, Jr., Vice President, Des Moines  
Sister Jude Fitzpatrick, West Des Moines  
Eric Goranson, Des Moines  
Michael Knedler, Council Bluffs  
Valorie J. Kruse, Sioux City  
Ana Lopez, Pella  
Max Phillips, Woodward  
LaMetta Wynn, Clinton  
Brandon Bolte, Student Member, Ankeny

## **Administration**

Dr. Jason Glass, Director and Executive Officer  
of the State Board of Education  
Gail M. Sullivan, Chief of Staff

### **Division of Learning and Results** Kevin Fangman, Deputy Director

**Bureau of Teaching and Learning Services**  
Mary Beth Schroeder-Fracek, Administrative Consultant  
Rita Martens, Lead Consultant

**Bureau of Accreditation and Improvement Services**  
Matt Ludwig, Consultant

**Division of School Support and Information**  
Tom Deeter, Lead Consultant

It is the policy of the Iowa Department of Education not to discriminate on the basis of race, creed, color, sex, sexual orientation, gender identity, national origin, sex, disability, religion, age, political party affiliation, or actual or potential parental, family or marital status in its programs, activities, or employment practices as required by the Iowa Code sections 216.9 and 256.10(2), Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. § 2000d and 2000e), the Equal Pay Act of 1973 (29 U.S.C. § 206, et seq.), Title IX (Educational Amendments, 20 U.S.C. §§ 1681 – 1688) Section 504 (Rehabilitation Act of 1973, 29 U.S.C. § 794), and the Americans with Disabilities Act (42 U.S.C. § 12101, et seq.).

If you have questions or complaints related to compliance with this policy by the Iowa Department of Education, please contact the legal counsel for the Iowa Department of Education, Grimes State Office Building, 400 E 14<sup>th</sup> St, Des Moines IA 50319-0146, telephone number 515/281-5295, or the Director of the Office for Civil Rights, U.S. Department of Education, Citigroup Center 500 W. Madison Street, Suite 1475 Chicago, IL 60661-7204

Legislation passed during the 2001 Iowa legislative session established the Student Achievement and Teacher Quality Program, Iowa Code Section 284.12(1). This legislation requires the Iowa Department of Education (DE) to annually report the statewide progress on the following: student achievement scores in mathematics and reading at the fourth and eighth grade levels on a district-by-district basis; evaluator training program; team-based variable pay for student achievement; and changes and improvements in the evaluation of teachers under the Iowa Teaching Standards. The report is being made available to the chairpersons and ranking members of the Senate and House committees on education, the legislative education accountability and oversight committee, the deans of the colleges of education at approved practitioner preparation institutions in this state, the State Board of Education, the Governor, and school districts.

**Student Achievement Scores in Reading and Mathematics at the Fourth and Eighth Grade Levels on a District-by-District Basis  
2009-10 & 2010-11 Biennium Adequate Yearly Progress Report Percentage of Students Proficient (Iowa School Districts)**

District	Grade 4 Reading	Grade 4 Math	Grade 8 Reading	Grade 8 Math
Adair-Casey CSD	83.3	91.7	70.2	70.2
Adel DeSoto Minburn CSD	85.9	83.5	85.5	90.0
AGWSR CSD	79.2	84.4	74.7	81.6
A-H-S-T CSD	81.5	81.5	84.5	95.8
Akron Westfield CSD	88.3	83.3	91.2	89.7
Albert City-Truesdale CSD	80.0	90.0	to Sioux Central	
Albia CSD	83.3	80.6	76.0	70.2
Alburnett CSD	89.9	89.7	76.6	77.5
Alden CSD	84.6	81.6	to Iowa Falls	
Algona CSD	86.5	83.3	78.8	77.0
Allamakee CSD	82.9	79.1	89.0	85.4
Allison-Bristow CSD	87.5	87.5	83.9	86.2
Alta CSD	72.9	80.0	86.8	81.1
Ames CSD	89.1	89.5	84.3	84.3
Anamosa CSD	80.9	83.4	71.8	85.9
Andrew CSD	61.5	64.1	76.7	83.3
Anita CSD	86.2	96.6	to C and M	
Ankeny CSD	89.9	90.0	84.8	87.1
Anthon-Oto CSD	76.0	72.0	68.6	72.0
Aplington-Parkersburg CSD	78.5	78.5	70.6	70.6
Armstrong-Ringsted CSD	77.8	86.1	79.6	79.6
Ar-We-Va CSD	97.0	87.9	74.2	90.3
Atlantic CSD	81.2	84.1	74.5	79.5
Audubon CSD	82.8	90.6	71.9	86.5
Aurelia CSD	81.8	81.8	78.8	72.7
Ballard CSD	85.6	87.8	86.4	88.1
Battle Creek-Ida Grove CSD	83.3	86.9	to Odebolt-Arthur	
Baxter CSD	83.9	83.9	78.9	82.5

District	Grade 4 Reading	Grade 4 Math	Grade 8 Reading	Grade 8 Math
BCLUW CSD	86.6	86.6	88.0	83.5
Bedford CSD	84.6	89.4	82.5	84.1
Belle Plaine CSD	84.1	86.6	66.7	68.2
Bellevue CSD	81.0	89.3	72.2	71.1
Belmond-Klemme CSD	81.2	87.1	67.0	70.5
Bennett CSD	95.5	95.5	to Durant	
Benton CSD	81.5	81.5	83.4	77.3
Bettendorf CSD	87.1	87.1	83.6	82.9
Bondurant-Farrar CSD	85.9	83.9	81.9	78.9
Boone CSD	86.9	87.9	66.9	73.3
Boyden-Hull CSD	89.3	86.9	75.8	81.3
Boyer Valley CSD	70.8	70.8	67.9	82.1
Brooklyn-Guemsey-Malcom CSD	81.7	87.3	65.0	73.8
Burlington CSD	81.2	81.2	70.0	65.4
C and M CSD	56.7	53.3	75.0	76.9
CAL CSD	78.1	68.8	71.4	75.0
Calamus-Wheatland CSD	86.1	94.9	73.0	74.3
Camanche CSD	76.7	80.7	73.4	68.8
Cardinal CSD	77.8	73.6	75.0	62.5
Carlisle CSD	82.4	86.6	81.9	89.3
Carroll CSD	88.3	83.1	85.7	87.9
Cedar Falls CSD	87.3	89.4	80.9	83.8
Cedar Rapids CSD	77.0	78.3	74.0	77.5
Center Point-Urbana CSD	80.0	81.9	81.3	89.8
Centerville CSD	76.3	82.8	75.0	70.8
Central City CSD	84.2	78.9	80.3	95.1
Central Clinton CSD	86.8	86.3	71.0	78.7
Central CSD	80.3	90.0	79.4	76.2
Central Decatur CSD	78.0	76.8	81.7	69.9
Central Lee CSD	83.7	87.7	80.4	82.6
Central Lyon CSD	91.6	91.6	77.3	86.2
Chariton CSD	89.9	84.8	70.0	76.2
Charles City CSD	80.0	79.0	71.1	75.4
Charter Oak-Ute CSD	77.8	77.8	62.2	71.1
Cherokee CSD	81.4	82.6	75.4	70.6
Clarinda CSD	78.6	68.7	78.9	78.9
Clarion-Goldfield CSD	80.7	85.8	85.6	83.5
Clarke CSD	79.1	80.8	73.1	82.5
Clarksville CSD	74.0	80.0	71.1	64.4
Clay Central-Everyly CSD	78.7	83.3	75.6	77.8

District	Grade 4 Reading	Grade 4 Math	Grade 8 Reading	Grade 8 Math
Clayton Ridge CSD	78.6	78.6	70.9	69.8
Clear Creek Amana CSD	81.6	78.2	83.5	80.6
Clear Lake CSD	75.7	82.7	74.5	78.8
Clearfield CSD	N < 10	N < 10	to Diagonal, Lenox, Mt. Ayr	
Clinton CSD	77.5	82.1	68.5	67.9
Colfax-Mingo CSD	76.8	82.8	59.8	62.5
College CSD	85.5	86.4	79.2	81.3
Collins-Maxwell CSD	74.6	77.8	84.1	85.7
Colo-Nesco CSD	89.1	87.3	82.4	81.1
Columbus CSD	57.9	66.7	58.7	59.5
Coon Rapids-Bayard CSD	69.5	88.1	71.7	76.7
Coming CSD	78.7	85.2	69.2	73.8
Corwith-Wesley CSD	to LuVerne		74.1	85.2
Council Bluffs CSD	76.7	77.0	67.0	67.0
Creston CSD	72.5	71.8	73.8	76.7
Dallas Center-Grimes CSD	90.5	92.6	86.9	89.6
Danville CSD	82.4	75.7	68.4	84.8
Davenport CSD	73.1	74.9	63.6	62.5
Davis County CSD	83.1	81.2	71.0	73.9
Decorah CSD	90.1	87.7	89.1	91.9
Delwood CSD	87.5	95.8	to Maquoketa	
Denison CSD	72.0	71.6	74.1	77.0
Denver CSD	87.4	90.5	90.2	92.4
Des Moines Independent CSD	66.7	67.3	60.5	64.3
Diagonal CSD	73.3	80.0	50.0	91.7
Dike-New Hartford CSD	85.3	85.3	74.3	87.6
Dows CSD	91.7	91.7	to Clarion-Goldfield	
Dubuque CSD	80.3	82.6	75.3	78.4
Dunkerton CSD	92.3	81.5	59.4	68.3
Durant CSD	76.8	87.0	79.3	74.8
Eagle Grove CSD	81.3	83.3	77.2	71.1
Earlham CSD	86.1	77.2	83.3	79.2
East Buchanan CSD	80.2	76.7	76.1	86.6
East Central CSD	84.3	90.2	67.3	67.3
East Greene CSD	63.9	55.6	75.0	86.1
East Marshall CSD	73.6	80.0	74.1	83.7
East Union CSD	81.2	78.3	64.3	78.0
Eastern Allamakee CSD	77.4	84.9	77.4	88.7
Eddyville-Blakesburg CSD	75.2	79.8	70.8	72.7
Edgewood-Colesburg CSD	81.1	82.4	57.8	62.2

District	Grade 4 Reading	Grade 4 Math	Grade 8 Reading	Grade 8 Math
Eldora-New Providence CSD	73.2	74.4	to Hubbard-Radcliff	
Elk Horn-Kimballton CSD	96.2	92.3	67.6	75.7
Emmetsburg CSD	81.0	81.0	67.3	73.8
English Valleys CSD	81.0	86.2	72.3	75.9
Essex CSD	86.8	81.6	65.1	69.8
Estherville Lincoln Central CSD	82.8	81.6	67.5	67.9
Exira CSD	81.8	77.3	58.3	75.0
Fairfield CSD	83.3	80.0	75.6	75.9
Farragut CSD	80.6	64.5	60.9	60.9
Forest City CSD	93.6	93.6	82.3	83.6
Fort Dodge CSD	74.6	73.4	63.8	69.5
Fort Madison CSD	83.9	80.7	75.6	76.3
Fredericksburg CSD	81.6	84.6	77.9	82.3
Fremont CSD	65.5	75.9	70.0	70.0
Fremont-Mills CSD	76.1	89.1	67.2	76.5
Galva-Holstein CSD	83.6	82.4	81.3	81.3
Garner-Hayfield CSD	87.8	89.6	69.6	75.7
George-Little Rock CSD	88.4	82.6	77.4	77.4
Gilbert CSD	95.3	95.9	87.0	86.9
Gilmore City-Bradgate CSD	66.7	62.5	58.3	61.1
Gladbrook-Reinbeck CSD	66.7	75.3	79.1	79.1
Glenwood CSD	85.7	84.2	82.4	80.3
Glidden-Ralston CSD	91.1	88.9	83.7	87.8
GMG CSD	89.6	88.1	66.2	77.9
Graettinger-Terril CSD	91.1	93.3	72.5	71.8
Greene CSD	87.8	100.0	to Allison-Bristow	
Grinnell-Newburg CSD	87.3	91.1	82.0	85.1
Griswold CSD	86.3	85.0	83.0	87.5
Grundy Center CSD	88.1	88.1	89.7	94.9
Guthrie Center CSD	80.3	84.5	77.9	80.5
Hamburg CSD	80.0	68.6	59.3	59.3
Hampton-Dumont CSD	81.2	81.1	76.8	74.2
Harlan CSD	88.8	85.6	83.1	83.6
Harmony CSD	85.4	75.0	57.1	65.3
Harris-Lake Park CSD	100.0	100.0	84.8	90.9
Hartley-Melvin-Sanborn CSD	84.7	85.9	69.8	79.2
Highland CSD	66.7	61.3	72.3	62.4
Hinton CSD	75.7	84.3	75.0	76.0
H-L-V CSD	77.6	79.6	73.5	81.6
Howard-Winneshiek CSD	75.3	82.5	75.0	83.8



District	Grade 4 Reading	Grade 4 Math	Grade 8 Reading	Grade 8 Math
Hubbard-Radcliffe CSD	72.1	74.4	74.0	72.4
Hudson CSD	87.6	78.7	75.9	88.4
Humboldt CSD	86.9	91.7	74.0	78.5
IKM CSD	84.8	84.8	80.2	87.7
Independence CSD	84.6	90.4	64.5	68.6
Indianola CSD	87.8	79.9	86.6	87.5
Interstate 35 CSD	78.7	85.0	78.3	71.7
Iowa City CSD	77.0	78.0	74.2	79.2
Iowa Falls CSD	78.9	85.7	78.4	76.2
Iowa Valley CSD	83.9	93.5	66.0	76.7
Janesville Consolidated SD	75.6	78.0	75.0	85.4
Jefferson-Scranton CSD	86.4	87.1	79.0	80.3
Jesup CSD	76.0	74.7	74.2	78.2
Johnston CSD	91.4	91.7	89.4	91.6
Keokuk CSD	78.8	81.2	60.6	60.6
Keota CSD	88.1	85.7	85.0	87.5
Kingsley-Pierson CSD	87.3	74.7	72.4	74.1
Knoxville CSD	84.5	86.1	72.8	80.0
Lake Mills CSD	77.2	88.6	83.1	82.0
Lamoni CSD	72.5	67.5	66.0	77.4
Laurens-Marathon CSD	69.4	69.4	57.8	71.1
Lawton-Bronson CSD	88.0	89.2	77.6	82.9
Le Mars CSD	85.4	81.3	77.0	87.4
Lenox CSD	91.7	88.3	71.7	77.4
Lewis Central CSD	73.8	72.3	63.7	73.4
Lineville-Clio CSD	N < 10	N < 10	N < 10	N < 10
Linn-Mar CSD	90.2	89.1	84.6	86.3
Lisbon CSD	79.5	86.4	79.1	90.1
Logan-Magnolia CSD	89.7	87.9	81.3	87.5
Lone Tree CSD	86.8	89.3	70.6	83.8
Louisa-Muscatine CSD	77.7	85.4	52.1	61.9
LuVerne CSD	80.0	76.0	to Corwith-Wesley	
Lynnvile-Sully CSD	84.6	84.6	75.0	86.1
Madrid CSD	85.7	83.5	68.5	68.5
Malvern CSD	76.3	74.4	to Nishna Valley	
Manning CSD	79.6	64.8	to IKM	
Manson Northwest Webster CSD	76.8	78.0	79.4	83.5
Maple Valley CSD	70.5	68.2	to Anthon-Oto	
Maquoketa CSD	80.2	77.0	69.1	67.3
Maquoketa Valley CSD	89.7	93.8	77.8	81.8

District	Grade 4 Reading	Grade 4 Math	Grade 8 Reading	Grade 8 Math
Marcus-Meriden-Cleghorn CSD	90.9	95.5	76.6	82.3
Marion Independent SD	85.7	89.5	79.8	84.6
Marshalltown CSD	65.9	70.6	63.9	67.2
Martensdale-St Marys CSD	83.3	85.9	72.4	75.0
Mason City CSD	80.2	82.1	72.0	69.2
Mediapolis CSD	87.9	93.5	82.8	82.8
Melcher-Dallas CSD	90.0	85.0	67.6	76.5
MFL MarMac CSD	81.7	89.5	67.6	67.6
Midland CSD	78.5	71.9	65.5	74.5
Mid-Prairie CSD	83.8	85.6	73.3	81.2
Missouri Valley CSD	86.0	89.3	75.9	75.9
MOC-Floyd Valley CSD	89.4	89.4	88.5	86.9
Montezuma CSD	76.4	76.4	75.3	83.6
Monticello CSD	80.0	85.9	76.0	86.0
Moravia CSD	75.5	75.0	84.1	72.7
Mormon Trail CSD	69.7	50.0	71.9	78.6
Morning Sun CSD	85.3	82.4	to Wapello, Winfield Mt. Union, Mediapolis	
Moulton-Udell CSD	90.9	100.0	60.9	78.3
Mount Ayr CSD	90.0	88.9	68.2	79.5
Mount Pleasant CSD	85.5	87.5	73.8	77.6
Mount Vernon CSD	87.1	83.1	86.3	81.4
Murray CSD	87.8	89.8	55.6	60.0
Muscatine CSD	88.3	86.6	72.9	76.4
Nashua-Plainfield CSD	84.4	95.8	81.0	86.7
Nevada CSD	84.8	79.7	79.9	78.8
New Hampton CSD	83.5	82.7	80.9	76.5
New London CSD	72.5	76.8	77.1	88.4
Newell-Fonda CSD	78.0	72.9	76.8	83.3
Newton CSD	79.8	78.4	79.5	78.5
Nishna Valley CSD	86.4	77.3	74.2	80.6
Nodaway Valley CSD	84.4	77.1	78.8	72.1
Nora Springs-Rock Falls CSD	88.1	83.3	74.6	76.2
North Cedar CSD	81.2	86.3	76.7	76.7
North Central CSD	90.3	93.5	to Nora Springs-Rock Falls	
North Fayette CSD	89.0	89.9	79.8	81.6
North Iowa CSD	67.8	72.9	64.8	71.8
North Kossuth CSD	76.5	82.4	to Sentral	
North Linn CSD	86.3	88.4	76.0	84.4
North Mahaska CSD	73.4	78.5	71.8	74.4

District	Grade 4 Reading	Grade 4 Math	Grade 8 Reading	Grade 8 Math
North Polk CSD	87.8	82.9	87.9	87.3
North Scott CSD	89.2	90.1	80.5	81.6
North Tama County CSD	79.4	91.2	71.3	81.3
North Winneshiek CSD	88.9	77.8	79.3	89.7
Northeast CSD	85.9	91.8	85.7	96.2
Northeast Hamilton CSD	73.5	91.2	75.6	85.4
Northwood-Kensett CSD	81.3	79.7	82.8	91.4
Norwalk CSD	83.1	86.4	80.4	85.9
Odebolt-Arthur CSD	87.5	84.4	72.8	81.0
Oelwein CSD	75.7	79.3	74.6	78.2
Ogden CSD	92.6	88.3	85.2	82.4
Okoboji CSD	91.2	89.6	86.4	84.7
Olin Consolidated SD	85.0	80.0	50.0	44.4
Orient-Macksburg CSD	79.2	83.3	65.0	80.0
Osage CSD	82.5	83.3	84.5	87.3
Oskaloosa CSD	74.9	77.6	72.5	79.4
Ottumwa CSD	74.0	72.7	65.3	69.5
Panorama CSD	88.1	84.2	90.0	85.5
Paton-Churdan CSD	84.6	92.3	85.7	85.7
PCM CSD	86.6	85.2	76.1	70.1
Pekin CSD	95.8	95.8	74.7	81.1
Pella CSD	92.4	92.4	88.8	84.7
Perry CSD	68.9	71.0	75.9	68.7
Pleasant Valley CSD	90.8	90.8	82.5	88.3
Pleasantville CSD	90.6	82.1	64.4	76.7
Pocahontas Area CSD	87.7	85.7	to Pomeroy-Palmer	
Pomeroy-Palmer CSD	86.4	72.7	79.4	74.5
Postville CSD	68.2	76.9	75.4	75.4
Prairie Valley CSD	84.5	90.5	66.7	75.6
Prescott CSD	N < 10	N < 10	to Orient-Macksburg, Lenox	
Preston CSD	90.6	94.3	78.3	82.6
Red Oak CSD	66.2	70.9	70.1	73.9
Remsen-Union CSD	85.0	80.0	85.2	81.5
Riceville CSD	68.4	84.2	61.7	70.2
River Valley CSD	81.4	71.2	80.9	78.7
Riverside CSD	72.5	71.0	78.7	82.0
Rock Valley CSD	86.9	84.5	78.2	81.2
Rockwell City-Lytton CSD	88.8	87.5	80.4	75.4
Rockwell-Swaledale CSD	77.0	82.0	66.4	74.1
Roland-Story CSD	90.1	84.5	87.2	83.0

District	Grade 4 Reading	Grade 4 Math	Grade 8 Reading	Grade 8 Math
Rudd-Rockford-Marble Rock CSD	72.0	79.3	77.3	92.4
Ruthven-Ayrshire CSD	72.7	81.8	51.7	75.9
Sac CSD	85.1	82.1	76.4	79.9
Saydel CSD	76.8	69.6	72.3	67.7
Schaller-Crestland CSD	63.6	59.1	72.4	76.5
Schleswig CSD	88.9	77.8	65.2	63.0
Sentral CSD	85.7	90.5	69.0	75.9
Sergeant Bluff-Luton CSD	94.0	92.6	83.4	82.0
Seymour CSD	71.9	90.6	77.8	85.2
Sheldon CSD	85.4	88.2	80.4	88.8
Shenandoah CSD	85.0	79.5	71.5	81.6
Sibley-Ocheyedan CSD	80.8	76.9	81.7	88.5
Sidney CSD	80.0	67.4	66.7	79.5
Sigourney CSD	74.7	78.2	73.2	73.2
Sioux Center CSD	89.8	83.1	82.8	94.5
Sioux Central CSD	72.6	76.7	72.5	68.2
Sioux City CSD	71.8	72.2	67.8	66.0
Solon CSD	87.8	86.2	79.2	84.5
South Hamilton CSD	87.9	86.9	84.8	81.3
South O'Brien CSD	75.7	78.6	82.0	91.0
South Page CSD	73.3	60.0	52.2	60.9
South Tama County CSD	73.0	81.0	65.8	59.2
South Winneshiek CSD	82.5	84.2	79.7	89.8
Southeast Polk CSD	84.3	89.1	75.4	74.7
Southeast Warren CSD	90.5	93.2	75.7	82.4
Southeast Webster Grand CSD	85.5	81.6	71.4	70.0
Southern Cal CSD	80.4	83.9	71.0	76.8
Spencer CSD	83.3	78.3	79.7	80.9
Spirit Lake CSD	90.4	91.0	84.6	87.9
Springville CSD	76.9	75.0	73.3	76.7
St Ansgar CSD	84.1	89.9	70.3	79.0
Stanton CSD	85.7	74.3	65.5	75.9
Starmont CSD	91.3	91.3	75.3	74.0
Storm Lake CSD	71.7	63.9	57.5	60.3
Stratford CSD	90.5	90.5	to Webster City	
Sumner CSD	80.3	80.3	to Fredericksburg	
Tipton CSD	84.7	88.0	75.4	78.7
Titonka Consolidated SD	56.3	71.9	69.7	75.8
Treynor CSD	89.1	91.1	87.5	88.5
Tri-Center CSD	85.7	84.8	67.9	75.2

District	Grade 4 Reading	Grade 4 Math	Grade 8 Reading	Grade 8 Math
Tri-County CSD	82.9	85.7	55.3	68.1
Tripoli CSD	79.4	82.4	79.7	66.1
Turkey Valley CSD	82.9	95.1	79.5	90.4
Twin Cedars CSD	80.9	89.4	84.6	84.4
Underwood CSD	87.7	90.4	83.7	79.8
Union CSD	88.4	85.5	75.9	81.9
United CSD	81.3	84.4	to Boone, Ames	
Urbandale CSD	85.2	87.4	81.6	85.1
Valley CSD	73.3	69.3	73.7	77.6
Van Buren CSD	83.3	78.0	68.6	74.3
Van Meter CSD	89.0	89.0	80.4	81.4
Ventura CSD	82.2	80.0	81.5	74.1
Villisca CSD	60.5	73.7	54.9	62.7
Vinton-Shellsburg CSD	84.4	83.5	73.0	83.7
Waco CSD	75.0	77.9	69.8	77.8
Wall Lake View Auburn CSD	82.8	78.1	to Sac	
Walnut CSD	70.6	64.7	78.3	69.6
Wapello CSD	79.6	76.7	70.1	75.7
Wapsie Valley CSD	81.1	78.4	68.4	76.5
Washington CSD	68.0	73.3	70.3	81.6
Waterloo CSD	62.6	63.6	63.0	62.6
Waukee CSD	90.6	90.4	87.1	86.9
Waverly-Shell Rock CSD	92.0	92.0	86.1	89.8
Wayne CSD	89.0	91.8	74.7	77.3
Webster City CSD	82.4	81.8	80.2	84.1
West Bend-Mallard CSD	88.4	93.0	81.6	89.5
West Branch CSD	83.0	83.0	68.3	71.5
West Burlington Ind SD	73.7	80.0	68.2	64.5
West Central CSD	91.4	85.7	88.6	93.2
West Central Valley CSD	83.3	74.5	77.7	77.7
West Delaware County CSD	80.1	85.1	81.6	87.6
West Des Moines CSD	84.9	86.0	84.1	85.6
West Hancock CSD	79.7	71.0	69.3	77.3
West Harrison CSD	89.8	84.7	75.6	73.1
West Liberty CSD	61.5	66.3	64.1	78.6
West Lyon CSD	88.9	85.2	87.8	82.7
West Marshall CSD	84.1	92.1	77.5	82.5
West Monona CSD	76.7	75.3	91.1	82.3
West Sioux CSD	72.8	81.5	75.0	70.8
Western Dubuque CSD	81.9	87.3	73.9	84.3

District	Grade 4 Reading	Grade 4 Math	Grade 8 Reading	Grade 8 Math
Westwood CSD	80.3	84.8	63.5	75.7
Whiting CSD	87.9	87.9	64.5	66.7
Williamsburg CSD	94.2	89.1	79.1	82.3
Wilton CSD	82.8	87.1	68.5	87.4
Winfield-Mt Union CSD	73.7	78.9	66.2	78.9
Winterset CSD	84.0	79.7	83.5	85.1
Woodbine CSD	74.5	78.4	77.6	75.9
Woodbury Central CSD	83.0	86.4	79.6	79.6
Woodward-Granger CSD	83.9	80.6	71.1	75.6

## Iowa Evaluator Approval Training Program

### What is the Iowa Evaluator Approval Training Program (IEATP)?

During the 2002 legislative session, IEATP was mandated for any educator who wanted to obtain the new evaluator license, renew his/her administrative endorsement or the corresponding general administrative endorsement. The legislation required the implementation and use of the Iowa Teaching Standards and Criteria for teachers in 2002 and Iowa Standards for School Leaders (ISSL) in 2007 while engaging in the evaluation process and the daily efforts of educators in Iowa school districts, buildings, and classrooms. The materials and training for IEATP were developed in a cooperative effort amongst the Iowa Department of Education (DE), the Board of Educational Examiners (BoEE), the area education agencies (AEA), the institutions of higher education (IHE), the School Administrators of Iowa (SAI), Iowa Association of School Boards (IASB) and other educational agencies aimed at improving teaching and learning through quality educational leadership.

As the training program evolved, the DE and its partners worked with state and national experts to develop and implement a standards-based evaluation system, define and incorporate model descriptors to support the criteria, and develop and pilot a comprehensive evaluation instrument. The experts included Dr. Tom McGreal, Professor Emeritus, University of Illinois; Dr. Beverly Showers, Professional Development Consultant; Dr. Charlotte Danielson, Outcomes Associates; Dr. Vickie Trent, UNI; and other national and statewide educational professionals. The evaluation system framework, model descriptors, and the comprehensive evaluation system can be found on the DE website ([www.iowa.gov/educate/](http://www.iowa.gov/educate/)) located in the Educator and/or Administrator Quality links. The evolution of this earlier work, the partnerships amongst the various educational agencies/organizations, and the commitment to a quality educational system led to the development and implementation of Evaluator Approval Level I (2002), Evaluator Approval Level II – Evaluation of Teachers or Administrators (2007), and Evaluator Approval Level III (2011).

### IEATP Level I and II

Following the 2002 legislative session, *IEATP Level I* was introduced across the state to IHEs, AEAs, LEAs, and other educational agencies/organizations. A statewide application process for potential trainers was conducted and 65 trainers from across the state were selected. Training began in the fall of 2002 and was delivered in five regions across the state. The outcomes for Level I training expected the participants to:

- Explain Iowa Teacher Quality Legislation
- Learn the Iowa Teacher Standards and Iowa Standards for School Administrators.
- Interpret how the Iowa evaluation requirements are met in their district.
- Define Objective, Reflective, Interpretive, and Decisional (ORID) questions.
- Practice teacher observation techniques.
- Prepare and apply ORID questioning techniques in conferencing.
- Demonstrate their learning by applying knowledge of the 8 Teaching Standards and applying ORID questioning in summarizing a teacher observation during a post observation conference.

By June 2006 over 2,300 participants had satisfactorily completed the Level I training. The costs of the training were paid for through registration fees.

In the fall of 2008, the DE and SAI introduced an online *IEATP Level I* for experienced administrators new to Iowa. SAI is hosting the online training site and providing an "instructor of record" to support the participating administrators.

The content for the two renewal courses: *IEATP Level II: Evaluation of Teachers* and *IEATP Level II: Evaluation of Administrators* was also developed through collaborative efforts with the DE, SAI, AEAs, the Wallace Foundation Leadership Grant, and other educational agencies. Evaluator Approval Renewal trainings were designed to focus on the evaluation of teachers using the Iowa Teaching Standards and the evaluation of administrators using the Iowa Standards for School Leaders. Trainers, approximately 76 professionals, were trained during the spring of 2007. Twenty-eight trainers delivered the training to administrators in their home district. This provided a valuable opportunity for the districts to incorporate their training with the district's local evaluation process and procedures. Five higher education professors and the executive director of the Iowa Board of Educational Examiners (BoEE)

also received this training to provide knowledge to enhance their work with Iowa administrators. These two renewal courses are offered through the AEAs. The costs of the renewal training were paid for through registration fees.

The *IEATP Level II: Evaluation of Teachers* is designed for principals and other educational leaders who are responsible for the evaluation of teachers' skill attainment and enhancement. The training is focused on:

- Effective leadership practices in evaluation;
- Knowledge and understanding of best practice in writing an individual career development plan and writing intensive assistance plans;
- Skills in the use of effective strategies for formative conferencing and the use of coaching strategies.

The *IEAPT Level II: Evaluation of Administrators* is designed for superintendents and other educational leaders responsible for the evaluation of administrators' skill attainment and enhancement. Fifty trainers were trained to teach the renewal course to evaluate administrators. Eleven higher education professors and the executive director of the BoEE took part in the training to enhance their knowledge as they work with future and current Iowa administrators. The training is focused on:

- Application of the Iowa Standards for School Leaders;
- Recognition of effective principal behaviors that increase student achievement, including use of data, alignment of curriculum, instruction, and assessment, and first- and second-order change;
- Research and the application of effective superintendent behaviors that increase student achievement;
- Coaching skills to enhance principals' skills as instructional leaders; and
- Models of principal evaluation processes, including design and the use of an individual career development plan for principals.

Currently, administrators are required to complete either *Iowa Evaluator Approval Training Program II: Evaluation of Administrators* OR *Iowa Evaluator Approval Training Program II: Evaluation of Teachers* for renewal. Individuals may choose to take both to complete their required four hours for license and evaluator renewal. Administrators have been encouraged to take the course most pertinent in his/her current job description.

As of January 2011, the DE chose to end the face-to face training for anyone needing an administrator/evaluator license and now provides the training through an online course, *iEvaluate – Teacher* or *iEvaluate – Administrator*. This training will continue to focus on the Iowa Teaching Standards, the Iowa Standards for School Leaders, effective evaluation skill sets, the individual professional development plan, ethics, etc. If an educator is in a preparation program at an Iowa college/university, the necessary training will continue to be a part of the coursework; however, if the educator is new to Iowa, he/she will need to complete the newly developed online training that is appropriate to his/her current position.

### **IEATP Level III**

During the 2009-2010 school year, an Evaluator Advisory Committee represented by LEAs, AEAs, IHEs, SAI, IASB, BOEE, and DE had been working collaboratively to analyze data regarding evaluation, reading and reflecting on research, seeking best practices in evaluation that improves teaching and learning, and designing Evaluator Approval Level III. In 2011 the DE unveiled Evaluator Approval Level III for those professionals who will need to renew their administrator/evaluator license and have successfully completed Evaluator Approval Level I and II prior to January 2011.

The training for Evaluator Approval Level III looks somewhat different than the previous training for Evaluator Approval Levels I and II. Each administrator/evaluator will successfully complete one common learning module - ***Assessing Academic Rigor*** – for two required renewal credits. The additional two credits required to renew an administrative/evaluator license may be earned by successfully completing course work aligned to their district/building goals or completing *Fierce Conversations*.



**Level III & Beyond**

As the DE and its partners work to build an educator quality plan that is comprehensive and consistent, various aspects – like standards, the evaluation process/training, mentoring and induction, etc. – will be reviewed and enhanced to construct a quality educational system in Iowa schools.

## **The Iowa Mentoring and Induction Program**

Every new educator in Iowa enters into a two-year induction program that addresses the educator's personal and professional needs and trains him or her on Iowa's eight teaching standards. A mentor is assigned to each educator – not to evaluate for employment purposes, but to observe, critique, and provide support and advice on effective teaching practices. In 2007, school psychologists, nurses, social workers, and speech and language pathologists with a teaching license who are new to the profession were approved to participate in the mentoring and induction program.

Mentors must have at least four years of teaching experience and demonstrated skills in classroom training and coaching. They receive training on district expectations, based on Iowa's eight teaching standards. Mentoring programs can be designed by the district or the AEA, which provide school improvement services for the local education community. The mentor must follow this program while focusing on the educator's individual needs. One hundred percent of the public school districts and all AEAs in Iowa have a mentoring and induction plan that has been approved by the DE.

After the two-year induction program, the new educator receives a standard license in most cases. The state fully funds induction for the required two years. If an educator does not meet the requirements after the two years, a third year in the induction program can be granted by the district, but must be funded by the district. If the educator does not successfully complete the program after the third year, that educator cannot receive a license and cannot continue to teach in the state. According to a state-by-state assessment of all states by the *New Teacher Center*, Iowa is one of four states in the nation to have an outstanding mentoring and induction program based on policy and supporting state appropriations.

### **Teacher Quality Partnership Grant**

The federal Teacher Quality Partnership grant was awarded to and is administered by the Iowa Department of Education in March of 2010 in the amount of \$9,035,380 for five years. The work of the grant is directed by the department's administrative consultant who oversees the work of the state's mentoring and induction program. Grant partners include: University of Northern Iowa, small rural high-needs schools in Iowa, UCLA/CRESST with Margaret Heritage, and the Stanford University School Redesign Network with Ray Pechione and Linda Darling Hammond, and the University of Iowa Center for Evaluation and Assessment.

The mission of the Iowa Teacher Quality Partnership Grant is to increase the learning and achievement of Iowa PK-12 students by continuously developing more highly effective teachers from pre-service through the entire teaching career. The grant will achieve this mission by 1) defining emerging attributes of effective teaching and integrating those attributes into both pre-service programs and professional development for beginning teachers and 2) examining and integrating a diverse set of teacher and student artifacts to document content knowledge of academic major and effective teaching featuring teacher work samples supported by an integrated technology platform. The purpose is to enhance and support the professional development of prospective and current teachers in Iowa, *especially beginning teachers*.

In order to enhance the quality of beginning teachers entering the profession, the Iowa proposal provides a series of measurable and sustainable objectives that will achieve three major project goals: 1) emerging attributes of effective teaching will be examined, identified and defined in preparation for integration into a partner institution of higher education pre-service program and into partner local education agency professional development, 2) pre-service faculty will integrate the attributes of effective teaching into pre-service programs, which will be documented through prospective teacher-created digital artifacts to be placed into an integrated technology platform and 3) partner local education agencies will integrate the attributes of effective teaching into professional development, which also will be documented through teacher-created artifacts to be placed into an integrated technology platform. The work of the Teacher Quality Partnership grant is carried out in direct support of the state's educational reform efforts to improve teaching and learning and developing more effective teachers from the pre-service through career levels.

### **Iowa Mentoring and Induction Institute**

The annual statewide Mentoring and Induction Institute was held in Cedar Falls, Iowa, June 20-21, 2011. Co-sponsors with the Department of Education included the University of Northern Iowa and the Iowa State Education Association. The Institute addressed effective teaching practices to support beginning educators from the pre-

service experience to the classroom. Dr. Linda Darling-Hammond, the Charles Ducommun Professor of Education and co-director of the School Redesign Network, Stanford University, was the keynote speaker via live satellite remote. In addition, the 2010 National Teacher of the Year, Sarah Brown Wessling, Johnston, Iowa secondary teacher, spoke on effective teaching and her experiences in the field as well as the spokesperson and role model for effective teaching on the national level.

A panel on effective teaching provided insights in practices, issues, and potential future directions in Iowa and the national and international levels from a variety of experts in the field. The panel members were Dan Smith, Executive Director of School Administrators of Iowa, Mary Jane Cobb, Executive Director of the Iowa State Education Association, Jason Glass, Director of the Iowa Department of Education, Linda Fandel, Special Assistant to Governor Terry Branstad, and Molly Boyle, 2011 Iowa Teacher of the Year.

The Mentoring and Induction Institute conferred the annual Mildred Middleton Crystal Key Awards for Outstanding Mentoring and for Outstanding Leadership in a Mentoring and Induction Program. The awards are provided by ISEA and will be presented by ISEA President Chris Bern. Over 250 teachers, principals, and higher education professors are attended the 2011 Institute.

The 2011 Iowa Mentoring and Induction Institute was financially supported by the federally funded Teacher Quality Partnership grant.

#### **Mentoring and Induction Statewide (MITS) Steering Committee**

This committee (MITS) meets several times a year and is comprised of representatives of the Iowa Department of Education (DE), AEAs, higher education, local school districts, and ISEA. The MITS Committee gives guidance and direction to the DE on program issues and plans and coordinates the annual Iowa Mentoring and Induction Institute. Three members of the steering committee were able to attend the New Teacher Symposium in 2011 with funding from the federal Teacher Quality Partnership grant. The symposium is a significant opportunity to network with national experts in the field of mentoring and induction. The symposium, sponsored by the New Teacher Center, is attended by over 3,000 educators from the United States and several countries from around the world. Resources and information acquired at the symposium are consistently used to enhance the quality of the Iowa Mentoring and Induction Program and have directly impacted educational opportunities provided at the annual mentoring and induction institute.

#### **Mentoring and Induction Model**

The Iowa Department of Education program administrator of Iowa's Mentoring and Induction Program co-chaired with ISEA an effort that resulted in a model for districts and AEAs to follow in developing a high quality mentoring and induction program at the local and regional levels. During the 2010-2011 school year, over 50 districts in Iowa piloted *Journey to Excellence: Iowa Training Model for Mentors of Beginning Educators*. A full week of training for districts and AEAs was held in June, 2011 with attendance from school districts, area education agencies, Teacher Quality Partnership grant partner schools, and several higher education teacher preparation institutions in Iowa.

*Journey to Excellence* is designed to prepare and support mentors as they assist beginning teachers' transition from the university to classroom practice. Six days of training are held over two years for the mentor, four days the first year and two days the second year. In addition, the mentor and beginning educator attend one day in August, the Introduction to *Journey to Excellence*.

Using best teaching practices, mentors are trained for their role of supporting and guiding beginning teachers. Interactive and in-depth, the training also offers opportunities for mentors to reflect on their own practice as they provide guidance to beginning teachers. Mentors leave with a set of materials and skills designed to effectively structure conversations about teaching practice related to the Iowa Teaching Standards and Criteria.

## **New Teacher Retention in Iowa**

The retention of new teachers in public schools and Area Education Agencies (AEAs) in Iowa has increased since the Teacher Quality Legislation was implemented. Mentoring and induction was first offered in 2001-2002.

Prior to the implementation of the teacher quality legislation, 86.3 percent of 2000-2001 first year teachers returned to teach the next year. However, 91.0 percent of 2009-2010 teachers returned to teach in 2010-2011. This was an increase of 4.7 percentage points (Table 1). The percent of second year teachers that returned to teach a third year increased from 88.8 percent for 2000-2001 second year teachers to 91.8 percent for 2009-2010 second year teachers (Table 2). The percent of 2000-2001 first and second year teachers that returned to teach the next year was 87.5 percent and the percent of 2009-2010 first and second year teachers that returned to teach the next year was 91.4 percent, an increase of 3.9 percentage points (Table 3).

The percent of first year teachers still teaching in public schools and AEAs two years after their first year also increased. For example, of the 1836 first year teachers in the base year 2000-2001, 1425 or 77.6 percent were in the classroom in 2002-2003. On the other hand, 85.1 percent of the first year teachers in 2008-2009 were still teaching in the 2010-2011 school year. This was an increase of 7.5 percentage points (Table 1). Table 2 shows that 82.0 percent of second year teachers in 2000-2001 were teaching two years later and 87.2 percent of second year teachers in 2008-2009 were teaching two years later. As shown in Table 3, 79.8 percent of first and second year teachers combined in 2000-2001 were teaching two years later and 86.2 percent of first and second year teachers combined in 2008-2009 were teaching two years later.

Also note that there has been considerable variability in the number of first and second year teachers during the last eight years. The number of first and second year teachers was greatest in 2000-2001 and decreased for the next three years. During the next four years the number of first and second year teachers slowly increased. The number of first and second year teachers decreased slightly in 2008-2009, 2009-2010, and 2010-2011

# School District and AEA First and Second Year Teacher Retention 2000-01 to 2009-10

Source: Iowa Department of Education, Bureau of Planning, Research and Evaluation  
Basic Educational Data Survey (BEDS), Staff Files

Note: Includes teachers in public schools and AEAs.

**Table 1:**  
**Iowa Public School and AEA First Year Teacher Retention 2000-01 to 2010-11**

Base School Year	Number Teachers Base School Year	Teachers Returning in 2001-2002	Teachers Returning in 2002-2003	Teachers Returning in 2003-2004	Teachers Returning in 2004-2005	Teachers Returning in 2005-2006	Teachers Returning in 2006-2007	Teachers Returning in 2007-2008	Teachers Returning in 2008-2009	Teachers Returning in 2009-2010	Teachers Returning in 2010-2011
2000-2001	1836	1585 (86.3%)	1425 (77.6%)	1342 (73.1%)	1274 (89.4%)	1225 (66.7%)	1165 (84.5%)	1141 (62.1%)	1086 (59.3%)	1071 (58.3%)	1019 (55.5%)
2001-2002	1623		1413 (87.1%)	1288 (79.4%)	1217 (75.0%)	1188 (71.3%)	1093 (67.3%)	1033 (65.8%)	999 (61.6%)	970 (59.8%)	935 (57.6%)
2002-2003	1290			1143 (88.6%)	1042 (80.6%)	982 (76.1%)	531 (72.2%)	878 (68.1%)	843 (64.6%)	813 (63.0%)	769 (59.6%)
2003-2004	1452				1307 (90.0%)	1208 (83.1%)	1144 (78.8%)	1098 (74.9%)	1007 (69.4%)	986 (67.9%)	952 (65.6%)
2004-2005	1536					1411 (91.9%)	1270 (83.3%)	1209 (78.7%)	1121 (73.0%)	1068 (69.5%)	940 (61.6%)
2005-2006	1611						1465 (90.9%)	1339 (83.1%)	1223 (76.0%)	1181 (73.8%)	1138 (70.6%)
2006-2007	1694							1546 (91.3%)	1417 (83.6%)	1332 (78.6%)	1263 (74.4%)
2007-2008	1796								1674 (93.2%)	1588 (88.7%)	1483 (82.6%)
2008-2009	1555									1433 (92.2%)	1323 (85.1%)
2009-2010	1277										1162 (91.0%)
2010-2011	1316										

Source: Iowa Department of Education, Bureau of Planning, Research and Evaluation Basic Educational Data Survey (BEDS) Staff Files.

**Table 2:**  
**Iowa Public School and AEA Second Year Teacher Retention 2000-01 to 2010-11**

Base School Year	Number Teachers Base School Year	Teachers Returning in 2001-2002	Teachers Returning in 2002-2003	Teachers Returning in 2003-2004	Teachers Returning in 2004-2005	Teachers Returning in 2005-2006	Teachers Returning in 2006-2007	Teachers Returning in 2007-2008	Teachers Returning in 2008-2009	Teachers Returning in 2009-2010	Teachers Returning in 2010-2011
2000-2001	1840	1633 (88.8%)	1508 (82.0%)	1430 (77.7%)	1351 (73.4%)	1290 (70.1%)	1245 (67.1%)	1212 (65.9%)	1102 (60.2%)	1125 (61.1%)	1384 (58.7%)
2001-2002	1952		1721 (88.2%)	1502 (82.1%)	1508 (77.3%)	1481 (74.9%)	1401 (71.8%)	1348 (69.0%)	1279 (65.5%)	1253 (64.2%)	1202 (61.6%)
2002-2003	1616			1450 (89.7%)	1355 (83.8%)	1282 (79.3%)	1210 (74.9%)	1166 (72.2%)	1045 (67.8%)	1069 (66.2%)	1037 (64.2%)
2003-2004	1315				1176 (89.4%)	1105 (84.0%)	1038 (78.9%)	974 (74.1%)	926 (70.4%)	908 (68.8%)	862 (65.6%)
2004-2005	1472					1337 (90.8%)	1247 (84.7%)	1175 (79.8%)	1059 (77.0%)	1064 (72.3%)	1016 (69.2%)
2005-2006	1616						1447 (89.5%)	1357 (84.0%)	1243 (77.0%)	1193 (73.8%)	1150 (71.2%)
2006-2007	1647							1488 (90.3%)	1337 (81.1%)	1292 (78.4%)	1235 (74.7%)
2007-2008	1724								1569 (91.0%)	1473 (85.4%)	1402 (81.3%)
2008-2009	1706									1570 (92.0%)	1487 (87.2%)
2009-2010	1559										1431 (91.8%)
2010-2011	1317										

Source: Iowa Department of Education, Bureau of Planning, Research and Evaluation Basic Educational Data Survey (BEDS) Staff Files.

Table 3:

Iowa Public School and AEA First and Second Year Teacher Retention 2000-01 to 2010-11

Base School Year	Number Teachers Base School Year	Teachers Returning in 2001-2002	Teachers Returning in 2002-2003	Teachers Returning in 2003-2004	Teachers Returning in 2004-2005	Teachers Returning in 2005-2006	Teachers Returning in 2006-2007	Teachers Returning in 2007-2008	Teachers Returning in 2008-2009	Teachers Returning in 2009-2010	Teachers Returning in 2010-2011
2000-2001	3676	3218 (87.5%)	2833 (79.8%)	2772 (75.4%)	2825 (77.4%)	2515 (68.4%)	2420 (86.1%)	2353 (64.0%)	2250 (61.2%)	2196 (59.7%)	2117 (57.6%)
2001-2002	3575	3134 (87.7%)	2890 (80.9%)	2890 (80.9%)	2725 (76.2%)	2819 (73.3%)	2494 (69.8%)	2409 (67.4%)	2278 (63.7%)	2223 (62.2%)	2137 (59.8%)
2002-2003	2906		2593 (89.2%)	2593 (89.2%)	2397 (82.5%)	2264 (77.9%)	2141 (73.7%)	2044 (70.3%)	1928 (63.3%)	1882 (64.8%)	1806 (62.1%)
2003-2004	2767				2483 (89.7%)	2314 (83.6%)	2182 (78.9%)	2052 (74.5%)	1933 (69.9%)	1891 (68.5%)	1814 (65.6%)
2004-2005	3008					2748 (91.4%)	2526 (84.0%)	2384 (79.3%)	2210 (73.5%)	2132 (70.9%)	1984 (65.9%)
2005-2006	3227						2912 (90.2%)	2686 (82.5%)	2466 (76.4%)	2384 (73.9%)	2288 (70.9%)
2006-2007	3341							3034 (90.8%)	2754 (82.4%)	2624 (78.5%)	2490 (74.5%)
2007-2008	3520								3243 (92.1%)	3031 (86.1%)	2885 (82.0%)
2008-2009	3261									3003 (92.1%)	2910 (89.2%)
2009-2010	2836										2593 (91.4%)
2010-2011	2633										

Source: Iowa Department of Education, Bureau of Planning, Research and Evaluation Basic Educational Data Survey (BEDS) Staff Files.

## Professional Development

### Priorities:

The DE's efforts during 2010-2011 to improve the professional development systems have emphasized the following priorities:

1. Developing the capacity of school leaders and AEA personnel in Iowa to lead and support professional development at the district and building level.
2. Assisting local districts in accessing research-based instructional content through the Iowa Teacher Development Academies.
3. Providing technical assistance to implement the requirements of the Student Achievement and Teacher Quality Act (2007)
4. Supporting the professional development needed to implement the Iowa Core Curriculum

### Actions:

**Priority 1: Developing the capacity of school leaders and AEA personnel in Iowa to lead and support professional development at the district and building level.**

The DE delivered several learning opportunities and technical assistance events to help educators learn how to lead quality professional development at the district and building level. Participants included superintendents, principals, central office administrators, professional development leadership team members, college and university representatives, and AEA staff. Capacity building efforts focused on the leadership actions needed to direct school improvement initiatives and implement professional development focused on accomplishing gains in student achievement. Examples:

- AEA Chief Administrators, DE consultants, a LEA superintendent from each AEA, and other various educational organizations continue to work with Dr. Richard Elmore and a team from the Harvard Graduate School of Education to build the capacity of school leaders to build and sustain the district school improvement efforts with the support of a network of school leaders. Each AEA's Superintendent Network is meeting monthly to build its knowledge and skill in instructional rounds and participating in an instructional rounds visit of a participating school district. The network is also a part of evaluation project where the teams are collecting samples of "theory of actions," "problems of practice", notes from the visits, follow-up plans, etc. in an effort to enhance the school improvement efforts of the district.
- In addition to training events, the DE provided technical assistance and on-going support to the development of a statewide coordinated system of administrator development for student achievement. Iowa Department of Education personnel contributed to the Iowa Leadership Academy Design Team as this group formed a comprehensive approach to preparing school leaders. An example of the outcomes of this group's efforts includes The Iowa Leadership Academy held on June 2010 in West Des Moines, Iowa. It provided professional development for school principals that focused on addressing supporting the leadership efforts of the Iowa Core, concept-based learning, leading and supporting instructional change, and developing an individual professional development plan linked to district, building, and individual goals.
- Iowa was represented on the Advisory Board of the National Comprehensive Center for Teacher Quality (NCCTQ) through June of 2010. After that time, the individual who represented Iowa on this board retired from state government and is no longer active with the organization. A team of state agency staff attended the NCCTQ *What Works* national conference on teacher effectiveness in 2010. The center has served as a national resource to which the regional comprehensive centers, states, and other education stakeholders often turn for strengthening the quality of teaching especially in high-poverty, low-performing, and hard-to-staff schools. Through the work on the Advisory Board and conference attendance, Iowa has had access to guidance in improving teacher quality systems. Some of the resources include:



**Online resources:**

National Comprehensive Center for Teacher Quality website—[www.tqsource.org](http://www.tqsource.org)  
Databases and interactive data tools

**Print and electronic products:**

Research synthesis series  
TQ Research and Policy Update electronic newsletter  
White papers  
Biennial report

**Meetings and networks:**

Issue forums relating to specific teacher quality topics  
What Works Annual Conference  
Webcasts and Web dialogue

**Technical assistance resources:**

Information clearinghouse  
Consultation  
Needs sensing

**Priority 2: Assisting local districts in accessing research-based instructional content through the Iowa Teacher Development Academies (ITDA)**

The ITDAs aim at increasing teacher skills and student achievement through intensive professional development. The ITDAs feature research-based content and are designed to support local school districts and AEAs in offering professional development based on the Iowa Professional Development Model. The academies include:

**Authentic Intellectual Work (AIW):** More than 100 schools are using Authentic Intellectual Work to help them improve instruction to effectively deliver the content prescribed by the Iowa Core. AIW is defined by three criteria: *construction of knowledge through disciplined inquiry* to produce discourse, products, and performance that have *value beyond school*. The AIW framework establishes criteria for teaching that

- Maximize expectations of intellectual challenge for all students,
- Increase student interest in academic work,
- Support teachers in teaching for in-depth understanding rather than superficial coverage of material, and
- Provide a common conception of student intellectual work that promotes professional community among teachers of different grade levels and subjects.

The Iowa Department of Education conducted an evaluation of the initiative in 2010–11 comprised of the analysis of four data sets from the project:

- focus group interviews of 27 administrators in AIW schools
- case studies of four AIW high schools in their fourth year of implementation
- a review of original and revised tasks from high school AIW teachers in the four core content areas
- a comparison of achievement results on state tests for students in AIW schools and students in like non-AIW schools

The evaluation affirms what the research base behind the initiative had shown.

**Student Achievement**

The evaluation reviewed Iowa testing data from 15 schools engaged in AIW as their primary professional development for one full year prior to the date of testing, and compared those data to a set of schools matched on the following characteristics: enrollment, race/ethnicity, socio-economic status, percentage of English language learners, and students with IEPs. Data were compared for grades 3 through 8 and grade 11.

Schools that implemented AIW have significantly higher scores in mathematics for all grades (3–8 and 11) on the ITBS/ITED. The difference in average mathematics scores between AIW and non-AIW schools varies from 5.72 scale scores for grade 3 to 14.08 scale scores for grade 11. In reading, schools that implemented AIW have significantly higher scores for grades 4, 5, 6, 8, and 11 on the ITBS/ITED. The difference in average reading scores between AIW and non-AIW schools varies from 5.22 scale scores for grade 11 to 8.003 scale scores for grade 5.

### **Impact on Instruction**

Focus groups and the case studies both described the changing nature of instruction: from the teacher-as-deliverer of facts to teacher-as-facilitator of student knowledge and skill development that is meaningful and valuable. Teachers examine their practice through the AIW lens, individually and collectively asking themselves questions such as, "Will this lesson provoke students' higher order thinking and substantive conversation?" or "Does this unit lead students to apply and understand knowledge in contexts beyond school?" or "Will this assessment task require students to show an in-depth understanding of an important concept?"

### **Impact on Assessment**

The review of tasks both pre- and post-AIW review and revision showed that high school teachers who were participating in AIW were able to develop assessment tasks that scored significantly higher in the standards for authenticity in the subject areas of mathematics, science, social studies. Several research studies have confirmed that assessment tasks that score high in the standards for authenticity result in higher levels of student learning, as demonstrated both by authentic measures and standardized tests.

### **Change in Professional Culture**

Administrators referred to the level of collaboration among teachers as "unprecedented." Using common protocols and criteria, teachers of different disciplines examine their practice. All teachers, even those who are reluctant or resistant to change, find value in making their instruction better. One administrator said that teachers not in AIW "are banging on the door, ready to get going." Another principal described the pressure he gets from teachers whenever he schedules a different focus for professional development. "Teachers are frustrated because they feel like they're cheating on AIW when we do something else. I've been talking to them for three years now about what professional development is and isn't, and they've been listening. So now they say, 'C'mon, why are we doing something else? You keep talking about a sustained focus.' They turn it back on me because this benefits their kids, and that's what teachers truly care about."

### **Leadership**

AIW has improved the collaborative spirit between administrators and teachers, according to those interviewed in focus groups and case studies. Because administrators are part of the learning team, they find themselves giving teachers more relevant feedback. As one principal said, "We're all professional educators working toward the same goal." Also, AIW provides teachers with more leadership opportunities.

### **Student Benefits**

The quality of classroom discussions has been at a much deeper and more thoughtful level. Expectations for students have been increased and curriculum is now more closely connected to students' lives, making lessons more challenging and, simultaneously, more meaningful. Because students are more engaged, they are more persistent in problem solving. According to an administrator who was a member of a focus group, "Students in a physics class were trying to figure out a new way to have something work. They would come in before school, stay after school, and bring their friends in before school and after school to see if this experiment would work. That persistence to solving a complex task is what emerges through AIW."

**Cognitively Guided Instruction:** To those familiar with the elementary mathematics section of the Iowa Core Curriculum (ICC), it is immediately obvious that **Cognitively Guided Instruction (CGI)** is an integral piece in implementing the necessary changes in elementary mathematics classrooms that can bring improved student achievement for Iowa. The Standards for Mathematical Practice (ICC) are foundational pieces of the professional development offered in the CGI Iowa Teacher Development Academies (ITDA). The domains of *Operations and Algebraic Thinking*, *Number and Operations in Base Ten*, and *Number and Operations – Fractions*, included in the K-5 Standards for Mathematics Content (ICC) are directly connected to the CGI research base.

Cognitively Guided Instruction (CGI) is a professional development program based on an integrated program of research focused on (a) the development of students' mathematical thinking; (b) instruction that influences that development; (c) teachers knowledge and beliefs that influence their instructional practices; and (d) the way that teachers' knowledge, beliefs, and practices are influenced by their understanding of students' mathematical thinking. The Iowa Department of Education has been coordinating ITDAs for CGI since 2005.

The ITDAs have been facilitated by Dr. Linda Levi, Annie Keith, and Carla Nordness. Dr. Linda Levi is Director of CGI Initiatives for the Teachers Development Group in North Linn, Oregon. The Teacher Development Group is a non-profit organization dedicated to increasing all students' mathematical understanding and achievement through meaningful, effective professional development. Annie Keith is a Madison (WI) public school teacher and original teacher-participant in the CGI research project. Carla Nordness, a Madison (WI) public school teacher, participated in the CGI research project.

These ITDAs have focused on developing a cadre of skilled elementary mathematics teachers and AEA mathematics consultants who are also prepared to lead CGI professional development for local school districts across the state. LEA principals are active participants in the academies so that they can better support the teachers in their districts. There are 65 trainers located across the state who are prepared to deliver CGI professional development. Districts in seven AEAs have CGI teachers who are either currently engaged in CGI professional development or have completed the 3-year professional development sequence. The Iowa Department of Education should focus efforts on increasing the number of Iowa CGI trainers. This will be accomplished by supporting additional CGI leadership Teacher Development Academies.

### **Priority 3: Providing technical assistance to implement the requirements of the Student Achievement and Teacher Quality Act (2007)**

On-going technical assistance has been provided directly to AEAs and LEAs through the frequently asked question (FAQ) process, conference calls, and presentations as requested. Over 100 questions have been fielded to clarify the implementation of changes to the Teacher Quality Act. These are posted to the DE web site.

The revision of the Iowa Professional Development Model (IPDM) Technical Guide has been completed and the document is posted in its entirety under the Educator Quality link on the Department of Education's website. The Guide is also posted in separate sections that offer quick links to useful steps and tools for use by Iowa's educational leaders. The new IPDM Technical Guide includes guidance on legislative changes including requirements related to the teacher quality committees, the Iowa Core Curriculum and professional development plans.

### **Priority 4: Supporting the professional development needed to implement the Iowa Core Curriculum**

The IPDM provides the framework to assist AEAs and local districts as they design professional development to implement the Iowa Core Curriculum. This year the DE continuously developed and refined technical assistance and materials to implement the Iowa Core Curriculum following the Iowa Standards for Professional Development.

**Iowa Core Network:** Aug. 25, Sept. 15, Oct. 20, Nov. 17, Dec. 15, Jan. 19; Feb. 16, April 19, May 17, and June 21.

**Target Audience:** AEA Network. The Network is made up of practitioners who have been organized to deliver the training and facilitation needed by schools to conduct the actions critical to the successful implementation of the Core. This group of trainers/facilitators will play a collaborative role in helping school leaders implement professional development for educators to improve their instructional practices that are aligned with the Core.

**Content:** Network efforts this year have focused on three areas: providing support for the development and improvement of district and school Iowa Core Implementation Plans, providing support for professional development, and supporting districts in improving the alignment of local curriculum to the standards of the Iowa Core.

Network members will facilitate a series of collaborative peer reviews which will be held regionally throughout the state this spring. The purpose of the peer review was for each participating school or district to provide and receive feedback on the Iowa Core Implementation Plan. Personnel from at least two schools or districts met and exchanged plans, and through a collaborative process, presented their plan and received feedback from each other. Sixty-eight percent of the public school districts participated in the process and 95 percent of those that participated indicated that they felt the process was helpful.

The Iowa Core Network has also developed an Iowa Core Statewide Resources moodle site to serve as a repository of resources for all Iowa educators to use in successfully implementing the Iowa Core. Included on the

site are research briefs and literature reviews, professional development protocols, video segments, discussion guides, and organized learning sequences. Information and resources including podcast, video tutorials, on-line modules and additional collaborative learning team professional development learning sequences and agendas will continue to added to the site as they are developed. Many of these resources were developed with the support of the National Staff Development Council, Iowa Public Television, and numerous Iowa K-16 administrators and teachers. District-based collaborative learning teams consisting of teachers and administrators will use these materials to deepen their understanding of their Iowa Core and to identify ways to improve instruction.

An online database, known as the Iowa Core Alignment Toolkit (I-CAT) is also used to help teachers and administrators reflect on what their students have an opportunity to learn from the Iowa Core over the course of a school year. The Network has been provided the necessary training to assist districts in effectively using this tool to insure that the locally developed curriculum includes all of the required standards of the Iowa Core.

**Subject:** Fundraising  
**From:** "Behrens, Gail" <BEHRENSG@uiu.edu>  
**Date:** 1/16/2012 3:04 PM  
**To:** "Dr. Dwight C. Watson" <dwright.watson@uni.edu>

Dwight,

I assume you are involved in fundraising for Northern Iowa. May I ask how you determine your fundraising goals?

With much appreciation, Dwight--

Gail

Dr. Gail Moorman Behrens  
Dean, Andres School of Education  
Upper Iowa University  
P.O. Box 1857  
605 Washington Street  
Fayette, IA 52142  
563-425-5211

*"Even on your worst day you are still some child's best hope."*

*- Larry Bell*

---

This electronic message, including any attachments, is intended only for the use of the individual or entity to which it is addressed, and may contain information that is privileged, confidential and exempt from disclosure under applicable law. If you are not the intended recipient, you are hereby notified that any dissemination, distribution, or copying of this communication is strictly prohibited. If you received this electronic communication in error, please contact the sender immediately and destroy this electronic communication in its entirety. Email sent to or from Upper Iowa University may be retained as required by law or regulation. Thank you for your cooperation.

**Subject:** Fwd: RE: r&d report to legislature ?  
**From:** Brenda Buzynski <brenda.buzynski@uni.edu>  
**Date:** 1/16/2012 8:12 PM  
**To:** "gail.sullivan@iowa.gov" <gail.sullivan@iowa.gov>, "Dr. Dwight C. Watson" <dwight.watson@uni.edu>

----- Original Message -----

**Subject:** RE: r&d report to legislature ?  
**Date:** Fri, 13 Jan 2012 20:28:05 +0000  
**From:** Gonzalez, Diana [BOARD] <[ggonzalez@iastate.edu](mailto:ggonzalez@iastate.edu)>  
**To:** 'Brenda Buzynski' <[brenda.buzynski@uni.edu](mailto:brenda.buzynski@uni.edu)>

-----Original Message-----

**From:** Brenda Buzynski [<mailto:brenda.buzynski@uni.edu>]  
**Sent:** Friday, January 13, 2012 1:25 PM  
**To:** Gonzalez, Diana [BOARD]  
**Subject:** r&d report to legislature ?

Hi Diana,

I hope all is well and that you will have a nice 3-day weekend!

Just wanted to check -- did you submit the R&D report - to the legislature?  
Could you copy me on your submission?

Thanks, Brenda

--  
Brenda Buzynski Ph.D.  
UNI - Office of the President  
20 Seerley Hall, Cedar Falls, IA 50614-0705  
PH: 319-273-2566 FAX: 319-273-6494  
[Brenda.Buzynski@uni.edu](mailto:Brenda.Buzynski@uni.edu)

The University of Northern Iowa provides transformative learning experiences that inspire students to embrace challenge, engage in critical inquiry

---

Attachments:

GA_RDReportitr010912.pdf	737 KB
GA_RDReport010912.pdf	1.3 MB

**Governing Iowa's public  
universities and special schools**

University of Iowa  
Iowa State University  
University of Northern Iowa  
Iowa School for the Deaf  
Iowa Braille and Sight Saving School  
Lakeside Lab Regents Resource Center  
Quad-Cities Graduate Center  
Southwest Iowa Regents Resource Center  
Tri-State Graduate Center



**BOARD OF  
REGENTS  
STATE OF IOWA**

Craig A. Lang, President, Brooklyn  
Bruce L. Rastetter, Pro Tem, Hubbard  
Nicole C. Carroll, Carroll  
Robert N. Downer, Iowa City  
Jack B. Evans, Cedar Rapids  
Ruth R. Harkin, Cumming  
Greta A. Johnson, Le Mars  
David W. Miles, Dallas Center  
Katie S. Mulholland, Marion

Robert Donley, Executive Director

January 5, 2012

Mr. Michael E. Marshall  
Secretary of the Senate  
Second Floor, State Capitol  
Des Moines, IA 50319

Mr. Charles Smithson  
Chief Clerk of the House  
Second Floor, State Capitol  
Des Moines, IA 50319

Dear Mr. Marshall and Mr. Smithson:


In accordance with SF 470, the annual report for the statewide research and development school transition is hereby submitted to the General Assembly.

As you will note in the report, during the first year of the transition (2009-2010), the 15 member Transition Team met to define the vision, mission, and guiding principles of the school. The team reviewed enrollment targets, procedures, management models, governance structure, partnership roles and responsibilities, and school functions. The Transition Team also recommended that a separate committee be formed to draft the R & D school strategic plan.

During the second year of the transition (2010-2011), the Advisory Council focused on three areas – strategic work on 2010-11 tasks; completion of a five-year strategic plan; and preparation of a three-year Boundary Line and Student Transfer Agreement. The Council also assessed the findings of the design firm required by Senate File 470. A copy of the full report from the design firm is available at the President's Office of the University of Northern Iowa.

Please let me know if there are any questions concerning this report.

Sincerely,



Robert Donley

Enclosure

cc: Legislative Log  
Legislative Liaisons

dg/h/aa/legislog10-11/R&D.doc

**Subject:** Re: Fundraising  
**From:** "Dwight C. Watson" <dwright.watson@uni.edu>  
**Date:** 1/17/2012 6:23 PM  
**To:** "Behrens, Gail" <BEHRENSG@uii.edu>  
**CC:** Andrea Elliott <andrea.elliott@uni.edu>

Gail, we have a development officer that is in my college. She has annual goals of fundraising of a million dollars per year. We work together on figuring out how to best utilize my time to connect with alumni and potential donors. We also craft projects and initiatives that we try to pitch to specific donors once the development officer has determine their interest. Andrea, could you provide Gail with more details?

Sent from my iPad

On Jan 16, 2012, at 3:04 PM, "Behrens, Gail" <BEHRENSG@uii.edu> wrote:

Dwight,

I assume you are involved in fundraising for Northern Iowa. May I ask how you determine your fundraising goals?

With much appreciation, Dwight--

Gail

Dr. Gail Moorman Behrens  
Dean, Andres School of Education  
Upper Iowa University  
P.O. Box 1857  
605 Washington Street  
Fayette, IA 52142



*"Even on your worst day you are still some child's best hope."*

*- Larry Bell*

---

This electronic message, including any attachments, is intended only for the use of the individual or entity to which it is addressed, and may contain information that is privileged, confidential and exempt from disclosure under applicable law. If you are not the intended recipient, you are hereby notified that any dissemination, distribution, or copying of this communication is strictly prohibited. If you received this electronic communication in error, please contact the sender immediately and destroy this electronic communication in its entirety. Email sent to or from Upper Iowa University may be retained as required by law or regulation. Thank you for your cooperation.

**Subject:** Re: SSB 3009/HSB517 - Governor's Reform Bill

**From:** "Dwight C. Watson" <dwight.watson@uni.edu>

**Date:** 1/18/2012 6:33 AM

**To:** Jane Larson <jane.larson@uni.edu>

**CC:** "patricia.geadelmann" <patricia.geadelmann@uni.edu>, "jane.larson" <jane.larson@uni.edu>

Jane and Pat, I reviewed this bill and I have no qualms with any claims made within the bill. I am not sure I am the best person to review this bill. It sounds like it is more technical when it comes to building ordinances and sales of buildings. I suggest Morris Milkkesen or Dean Shores be asked to respond due to the technicalities. My only connection would be that schools that were once part of mining camps could now be for sale at the request of the director of education. This is okay with me. Jane if you need me to state this on the official form, then let me know as soon as possible so that I can prepare something by noon. I have an extremely tight schedule today and will not be checking email. Please let Mary-Sue know by phone of your request.

Sent from my iPad

On Jan 17, 2012, at 3:16 PM, Jane Larson <jane.larson@uni.edu> wrote:

The Board Office has requested UNI's opinion on the proposed legislation (link below). Of note, it is 157 pages long.

<http://coolice.legis.state.ia.us/Cool-ICE/default.asp?Category=billinfo&Service=Billbook&menu=false&hbill=ssb3009>

Please complete all sections of the attached form and return to me electronically by January 18, 2012 at noon. Follow any specific instructions developed by your division regarding review.

If you feel someone else on campus should see this bill, please let me know. The Governmental Relations phone number is 273-6144, if you have questions.

<SSB3009-HSB517.FORM.doc>

**Subject:** Fwd: Malcolm Price/Northern University?  
**From:** Stacey Christensen <stacey.christensen@uni.edu>  
**Date:** 1/19/2012 3:04 PM  
**To:** "Countryman Ph.D. Countryman" <lyn.countryman@uni.edu>, Nadene Davidson <nadene.davidson@uni.edu>  
**CC:** Stacey Christensen <stacey.christensen@uni.edu>, "Dr. Dwight C. Watson" <dwright.watson@uni.edu>

Lyn and Nadene, I gave Patrick your contact information, FYI on the story context below.  
Thanks.

Stacey Christensen  
University of Northern Iowa  
Public Relations Manager  
[stacey.christensen@uni.edu](mailto:stacey.christensen@uni.edu)  
319-273-6728  
[www.uni.edu/newsroom](http://www.uni.edu/newsroom)

Begin forwarded message:

**From:** Patrick Hogan <[Patrick.Hogan@sourcemedia.net](mailto:Patrick.Hogan@sourcemedia.net)>  
**Date:** January 19, 2012 2:28:24 PM CST  
**To:** Stacey Christensen <[stacey.christensen@uni.edu](mailto:stacey.christensen@uni.edu)>  
**Subject:** RE: Malcolm Price/Northern University?

I recently was sent a list by the state Department of Education of all the schools that applied for a seat-time waiver as part of the state's competency based learning pathways program. I'm getting in touch with all the local schools and districts that applied to ask how they plan to use the waiver, and NUHS was the closest on the list.

Pat

---

**From:** Stacey Christensen [<mailto:stacey.christensen@uni.edu>]  
**Sent:** Thursday, January 19, 2012 2:26 PM  
**To:** Patrick Hogan  
**Cc:** Stacey Christensen  
**Subject:** Re: Malcolm Price/Northern University?

Patrick, depending on the nature of your questions, I may be able to answer. Can you give me an idea of your story, thanks.

Stacey Christensen  
University of Northern Iowa  
Public Relations Manager  
[stacey.christensen@uni.edu](mailto:stacey.christensen@uni.edu)  
319-273-6728  
[www.uni.edu/newsroom](http://www.uni.edu/newsroom)

On Jan 19, 2012, at 8:52 AM, Patrick Hogan wrote:

Stacey,

I had some questions for a story regarding Northern University High School, and I wasn't sure if I should contact them directly or go through you?

Pat

**Subject:** Re: Fundraising  
**From:** Andrea Elliott <andrea.elliott@uni.edu>  
**Date:** 1/19/2012 5:25 PM  
**To:** BEHRENSG@uiu.edu  
**CC:** Dwight Watson <dwright.watson@uni.edu>

Dr. Behrens, sorry for the delay in my response. I have been traveling.  
As Dean Watson shared, each Development Officer has a fundraising goal of a million dollars.  
We also have others metrics in addition to the total dollars raised. I have noted these details below:

**Personal Performance Goals**

**Personal visits:** 150  
**Outright / Deferred Asks:** 20

**Outright / Dean's Fund Closes:** 10 (this must be a "major" gift-gift of \$15,000 or more  
**Annual Fund / Dean's Fund Asks:** 20 (must be for \$1,000 or more)  
**Annual Fund / Dean's Fund Closes:** 12 (minimum amount of \$1,000)

**Total Dollars Closed:** \$1million

When looking at a yearly fundraising goalfor the Foundation staff as a group, we look at the previous years accomplishments and decide to build from that point. Our goal is never adjusted downward but rather encourages staff to stretch.

Please feel free to call me directly at 319.504.5951 should you have questions or would like some additional clarification.

Warm regards,  
Andrea

On Tue, Jan 17, 2012 at 6:23 PM, Dwight C. Watson <dwright.watson@uni.edu> wrote:  
Gail, we have a development officer that is in my college. She has annual goals of fundraising of a million dollars per year. We work together on figuring out how to best utilize my time to connect with alumni and potential donors. We also craft projects and initiatives that we try to pitch to specific donors once the development officer has determine their interest. Andrea, could you provide Gail with more details?

Sent from my iPad

On Jan 16, 2012, at 3:04 PM, "Behrens, Gail" <BEHRENSG@uiu.edu> wrote:

Dwight,

I assume you are involved in fundraising for Northern Iowa. May I ask how you determine your fundraising goals?

With much appreciation, Dwight--

Gail

Dr. Gail Moorman Behrens

Dean, Andres School of Education

Upper Iowa University

P.O. Box 1857

605 Washington Street

Fayette, IA 52142

563-425-5211

*"Even on your worst day you are still some child's best hope."*

*- Larry Bell*

---

This electronic message, including any attachments, is intended only for the use of the individual or entity to

which it is addressed, and may contain information that is privileged, confidential and exempt from disclosure under applicable law. If you are not the intended recipient, you are hereby notified that any dissemination, distribution, or copying of this communication is strictly prohibited. If you received this electronic communication in error, please contact the sender immediately and destroy this electronic communication in its entirety. Email sent to or from Upper Iowa University may be retained as required by law or regulation. Thank you for your cooperation.

--

Andrea Elliott  
Director of Development, College of Education  
University of Northern Iowa Foundation  
205 Commons, Cedar Falls, IA 50614-0282  
319.273.6778 (direct)  
800.782.9522 (toll free)  
319.504.5951 (mobile)

The University of Northern Iowa provides transformative learning experiences that inspire students to embrace challenge, engage in critical inquiry and creative thought, and contribute to society.





**Subject:** Re: french adjunct

**From:** "Lyn Countryman, Ph.D., NBCT" <lyn.countryman@uni.edu>

**Date:** 1/23/2012 8:50 AM

**To:** "Dwight C. Watson" <dwight.watson@uni.edu>

Correct, as a reimbursement for our budget. I would strongly advocate with Joel this position. As far as I can see this is a WIN-WIN for all and for especially teacher education students! (As I hear Jeff is on his way out and this will be his last year as department head.)

lyn

On Jan 23, 2012, at 8:42 AM, Dwight C. Watson wrote:

As a reimbursement to your budget right? If Jeff does not agree, what is the recourse?

Sent from my iPad

On Jan 23, 2012, at 8:35 AM, "Lyn Countryman, Ph.D., NBCT" <[lyn.countryman@uni.edu](mailto:lyn.countryman@uni.edu)> wrote:

What I mean is that we pay Elizabeth's salary, and the combined department would pay adjunct cost for teaching the classes that she is teaching.

On Jan 23, 2012, at 8:35 AM, Dwight C. Watson wrote:

When you say negotiate a little more than adjunct pay, do you mean MPLS pay a differential for Elizabeth to teach in the Modern Languages department?

Sent from my iPad

On Jan 23, 2012, at 8:17 AM, "Lyn Countryman, Ph.D., NBCT" <[lyn.countryman@uni.edu](mailto:lyn.countryman@uni.edu)> wrote:

Dwight,

The resistance is not really so much from Joel, except when I asked the first semester he was concerned about the budget. From what I get, the resistance is from the Dept Head Jeff Copeland.

When the English department combined with the Modern Language Department, the "English" dept head

became the department head for the Combined dept. As far as I can tell, this isn't going very well. The modern language group isn't happy. I have *heard* that Jeff has an "adjunct instructor" that he wants hire (supposedly who is the spouse to another hire.) that according to Aire Laire, the other french instructor is not qualified and hasn't taught. Currently Elizabeth is teaching a french class and the secondary french methods class, which is very appropriate as she has the high school experience can make this methods class authentic for the students. I would say, from a teacher education perspective it would be important that Elizabeth be allowed to teach next year. She really wants to do it and with Andrew Trout teaching middle school French and Spanish and 9th grade French, we have Elizabeth free to teach. Right now they are paying for 1/2 her salary, which should continue to happen, but if the budget is really difficult we would be willing to negotiate a little more than adjunct pay for Elizabeth. What do you think?

lyn

On Jan 23, 2012, at 7:53 AM, Dwight C. Watson wrote:

Lyn, what is the resistance from Joel?

Sent from my iPad

On Jan 20, 2012, at 4:04 PM, "Lyn Countryman, Ph.D., NBCT"  
<[lyn.countryman@uni.edu](mailto:lyn.countryman@uni.edu)> wrote:

Dear Joel, Dwight and Jeffrey,

I would like to entertain a discussion about next year and the needs for a

faculty to teach french courses. I do know Elizabeth Zwanziger is an excellent

instructor and would like to continue to teach these courses into next year.

Even though there are issues surrounding budget for these courses, I do believe

that we could come to an agreement that would provide the highest quality

instruction at a mediated cost and would serve both departments/colleges.

Let me know when you are available for

this meeting.

Respectfully,

Lyn

**Subject:** Re: french adjunct

**From:** "Dwight C. Watson" <dwight.watson@uni.edu>

**Date:** 1/23/2012 9:20 AM

**To:** "Lyn Countryman, Ph.D., NBCT" <lyn.countryman@uni.edu>

Continue to persist.

Sent from my iPad

On Jan 23, 2012, at 8:50 AM, "Lyn Countryman, Ph.D., NBCT" <[lyn.countryman@uni.edu](mailto:lyn.countryman@uni.edu)> wrote:

Correct, as a reimbursement for our budget. I would strongly advocate with Joel this position. As far as I can see this is a WIN-WIN for all and for especially teacher education students! (As I hear Jeff is on his way out and this will be his last year as department head.)  
lyn

On Jan 23, 2012, at 8:42 AM, Dwight C. Watson wrote:

As a reimbursement to your budget right? If Jeff does not agree, what is the recourse?

Sent from my iPad

On Jan 23, 2012, at 8:35 AM, "Lyn Countryman, Ph.D., NBCT" <[lyn.countryman@uni.edu](mailto:lyn.countryman@uni.edu)> wrote:

What I mean is that we pay Elizabeth's salary, and the combined department would pay adjunct cost for teaching the classes that she is teaching.

On Jan 23, 2012, at 8:35 AM, Dwight C. Watson wrote:

When you say negotiate a little more than adjunct pay, do you mean MPLS pay a differential for Elizabeth to teach in the Modern Languages department?

Sent from my iPad

On Jan 23, 2012, at 8:17 AM, "Lyn Countryman, Ph.D., NBCT"  
<[lyn.countryman@uni.edu](mailto:lyn.countryman@uni.edu)> wrote:

Dwight,

The resistance is not really so much from Joel, except when I asked the first semester he

was concerned about the budget. From what I get, the resistance is from the Dept Head Jeff Copeland.

When the English department combined with the Modern Language Department, the "English" dept head became the department head for the Combined dept. As far as I can tell, this isn't going very well. The

modern language group isn't happy. I have *heard* that Jeff has an "adjunct instructor" that he wants hire

(supposedly who is the spouse to another hire.)

that according to Aire Laire, the other french instructor is not qualified and hasn't taught. Currently Elizabeth

is teaching a french class and the secondary french methods class, which is very appropriate as she has

the high school experience can can make this methods class

authentic for the students. I would say, from

a teacher education perspective it would important that Elizabeth be allowed to teach next year.

She really wants to do it and with Andrew Trout teaching middle school French and Spanish and 9th grade

French, we have Elizabeth free to teach. Right now they are paying for 1/2 her salary, which should continue

to happen, but if the budget is really difficult we would be willing to negotiate a little more than adjunct pay

for Elizabeth. What do you think?

lyn

On Jan 23, 2012, at 7:53 AM, Dwight C. Watson wrote:

Lyn, what is the resistance from Joel?

Sent from my iPad

On Jan 20, 2012, at 4:04 PM, "Lyn Countryman, Ph.D., NBCT"  
<[lyn.countryman@uni.edu](mailto:lyn.countryman@uni.edu)> wrote:

Dear Joel, Dwight and Jeffrey,

I would like to entertain a discussion about next year and the needs for a

faculty to teach french courses. I do know Elizabeth Zwanziger is an excellent

instructor and would like to continue to teach these courses into next year.

Even though there are issues surrounding budget for these courses, I do believe

that we could come to an agreement that would provide the highest quality

instruction at a mediated cost and would serve both departments/colleges.

Let me know when you are available for

this meeting.

Respectfully,

Lyn

**Subject:** Re: message  
**From:** Joel Haack <joel.haack@uni.edu>  
**Date:** 1/23/2012 3:40 PM  
**To:** "Dwight C. Watson" <dwight.watson@uni.edu>

I don't envy you.

The job can really take it's toll. Because, we have to really care to do it well, yet to survive, we have to let go and "not care" as well. At least, I have to accept I can only do what I can do, and I'm not used to that!

On Mon, Jan 23, 2012 at 8:19 AM, Dwight C. Watson <dwight.watson@uni.edu> wrote:  
Yes, I will miss out. There is so much behind the scenes pressure with MPLS as well as being responsive to the Governor's educational agenda. sometimes I am so frazzled that I can hardly get through the day. I most likely will not be attending.

Sent from my iPad

On Jan 19, 2012, at 3:49 PM, Joel Haack <joel.haack@uni.edu> wrote:

> Dwight,  
>  
> You might start with the voice mail I left, but I was timed out.  
>  
> What I had intended to say at the end (so you may wish to listed to the message first) was that we could certainly share any information with you from the conference, but my experience with you is that you would glean things from it that I'd never have thought of. The previous CASE conference that I attended was also useful bonding time with the CDOs, so you'd also miss out on that.  
>  
> Wishing you all the best!  
>  
> Joel  
>  
>  
> --  
> Dean, College of Humanities, Arts and Sciences  
> University of Northern Iowa  
>  
>



Dean, College of Humanities, Arts and Sciences  
University of Northern Iowa



**Subject:** financial info. PLS school  
**From:** Brenda Buzynski <brenda.buzynski@uni.edu>  
**Date:** 1/24/2012 6:45 PM  
**To:** "Dr. Dwight C. Watson" <dwight.watson@uni.edu>, Ben Allen <ben.allen@uni.edu>,  
"Gloria.gibson@uni.edu" <Gloria.gibson@uni.edu>

Financial info. from Gary S. and Bruce R. - on 12.12.11 - is attached.

Brenda

--  
Brenda Buzynski Ph.D.  
UNI - Office of the President  
20 Seerley Hall, Cedar Falls, IA 50614-0705  
PH: 319-273-2566 FAX: 319-273-6494  
[Brenda.Buzynski@uni.edu](mailto:Brenda.Buzynski@uni.edu)

The University of Northern Iowa provides transformative learning experiences that inspire students to embrace challenge, engage in critical inquiry and creative thought, and contribute to society.

— Attachments: —

Shontz.info.12.12.11.pdf	178 KB
Bruce.12.12.11.pdf	31.9 KB

Subject: Re: Summer teaching  
From: "Dwight C. Watson" <dwight.watson@uni.edu>  
Date: 1/25/2012 9:47 AM  
To: Kent Johnson <kent.johnson@uni.edu>

I understand.

Sent from my iPad

On Jan 25, 2012, at 8:30 AM, Kent Johnson <kent.johnson@uni.edu> wrote:

Hi Dwight,

In light of the university's budget situation, and given loads around campus for internships that far exceed a 1:10 ratio, I can't support Rod's request to reduce the number of students a faculty member would supervise from 10 to 5 -- or reduction of 10 to 6/7. While I am not familiar with what the what is required of faculty members in supervising these internships it's tough for me to see a rationale for paying a faculty member 1/9 for a ratio of 1:5 or 1:6/7. In fact, the 1/9 salary seems extraordinarily generous for a projected 1:10 ratio. One could probably make the case that increasing the ratio of 1:15 might be appropriate.

This request came across my desk last year, as well. When I asked for the rationale, the faculty member said that since the university collects so much money for these internships, it's appropriate that more faculty members receive a summer salary. I suspect this remains part of the thought process.

Before I respond to Rod, I want to check your views about this.

thanks!  
Kent

----- Original Message -----

Subject: Summer teaching

Date: Tue, 24 Jan 2012 16:59:29 -0600

From: dieser <rodney.dieser@uni.edu>

Organization: University of Northern Iowa

To: Kent Johnson <Kent.Johnson@uni.edu>

CC: Mick Mack <mickey.mack@uni.edu>

Kent:

I think you might be aware that this January I assumed the responsibilities of Chair of the Division of Leisure, Youth and Human Services. To this end, the purpose of this e-mail is to give you a heads up that I am requesting more internship/senior project sessions this summer from last summer (LYHS 4095 4090. Last year we had four internship sessions. This summer eight would be ideal for quality supervision/teaching, but we could probable get by with six.

My rationale is based on quality student supervision/teaching. Forty students are projected to go out on internships and complete a senior project. This equates to 15 credit hour per students and being that these students are paying for 15 credit hours they desire nothing but the best via academic supervision/teaching. By having 8 sessions, our teacher student ratio is 1:5, with 6 sessions its 1:6/7, and if we leave it as 4 (like last summer) its 1:10. As chair I am stressing proper internships/senior project supervision, which should have the professor deeply involved with the student and the professional agency supervisor. When properly done, its a huge amount of work -- but it leads to satisfied students and greater vital relationships with agency supervisors.

I hope you can support this request.

Warmly,

Rod

--

Rodney. B. Dieser, Ph.D.  
Associate Professor  
University of Northern Iowa  
School of Health, Physical Education, and Leisure Services  
(Division of Leisure, Youth, and Human Services)  
College of Education  
203 Wellness/Recreation Center  
Cedar Falls, Iowa, USA 50614-0241  
Phone: (319) 273-7775  
Fax: (319) 273-5958

The hands of other people lift us from the womb. The hands of other people grow the food we eat, weave the clothes we wear, and build the shelter we live in.

**Subject:** Re: Info

**From:** "Dwight C. Watson" <dwright.watson@uni.edu>

**Date:** 1/25/2012 12:35 PM

**To:** Bruce Rieks <bruce.rieks@uni.edu>

Brenda recent it to me, but it was the information you sent to the Provost and the President in reference to MPLS.

Sent from my iPad

On Jan 25, 2012, at 11:34 AM, Bruce Rieks <[bruce.rieks@uni.edu](mailto:bruce.rieks@uni.edu)> wrote:

Dwight,

Not sure what information you are referencing. I don't see where I sent anything to you yesterday.

Bruce

On Wed, Jan 25, 2012 at 10:04 AM, Dwight C. Watson <[dwright.watson@uni.edu](mailto:dwright.watson@uni.edu)> wrote:

Can you send me the information that you sent on yesterday to me once again?

Sent from my iPad

**Subject:** PLS Director

**From:** jody.stone@uni.edu

**Date:** 1/25/2012 2:35 PM

**To:** ben.allen@uni.edu, "Dr. Dwight C. Watson" <dwright.watson@uni.edu>

President Allen,

The faculty at PLS are extremely frustrated with the lack of movement on the PLS Director's search. Despite numerous requests from our department and from our dean, we have still not heard when the search will begin. We have waited patiently and it is now very late to begin a search of this magnitude. I emailed Provost Gibson prior to XMas asking for information on the search and received no response. The work that Dr. Countryman has done to keep us progressing toward the goals of RD3 is nothing short of heroic. Leaving her in limbo is devaluing her as a person and as an effective leader. Please put this as a priority and get the search moving. The RD3 plan is certainly a win-win situation for the university.

Thank you,

Jody Stone

**Subject:** tentative calendar for next year  
**From:** "Lyn Countryman, Ph.D., NBCT" <lyn.countryman@uni.edu>  
**Date:** 1/25/2012 6:24 PM  
**To:** PLS High School <PLSHS@uni.edu>, Middle school school <PLSMID@uni.edu>, "plselem@uni.edu plselem@uni.edu" <PLSELEM@uni.edu>, plscdc@uni.edu

Dear Faculty & Staff,  
Attached is the tentative calendar for next year. This was brought before the department chairs and administrative team. Please come ready with suggestions on Friday.

— Untitled attachment 00744.txt —

Lyn

— Attachments: —

Untitled attachment 00744.txt	7 bytes
2012-2013 School Calendar.xlsx	18.7 KB

# Malcolm Price - Iowa's Research and Development School

## 2012-2013 School Calendar

### Days in the Classroom:

First Semester	90
Second Semester	90
	180
Professional Development Days	12
Holiday	8
Parent/Teacher Conferences (6)	3
Total Calendar Days	203

### Calendar Legend

Registration
Teacher In-service
No School
Parent/Teacher Conferences - No school 2nd day
Holidays/University Holidays
Special Days

### Parent-Teacher Conferences

PreK - 5 Parent Conferences are scheduled by the teacher. Middle School (6-8) conferences are student-led and scheduled by the advisor. High school conferences are in Nielsen fieldhouse in an ARENA style conference. You are always invited to schedule times to talk to teachers or have a conference when it is convenient for you.

### Holidays

Labor Day	3-Sep
Thanksgiving Day	22-Nov
University Holiday	23-Nov
University Holiday	24-Dec
Christmas Day	25-Dec
New Year's Day	1-Jan
Martin Luther King Day	21-Jan
Memorial Day	27-May

July						
Su	T	W	Th	F	Sa	Su
	16	17	18	19	20	
	23	24	25	26	27	
	30	31				
August						
Su	T	W	Th	F	Sa	Su
			1	2	3	
	3	7	8	9	10	
	13	14	15	16	17	
20	21	22	23	24	5	
27	28	29	30	31	5	
September						
Su	T	W	Th	F	Sa	Su
	3	4	5	7	8	4
	10	11	12	13	14	5
	17	18	19	20	21	5
	24	25	26	27	28	5
October						
Su	T	W	Th	F	Sa	Su
1	2	3	4	5	5	
8	9	10	11	12	5	
15	16	17	18	19	4	
22	23	24	25	26	5	
29	30	31			3	
November						
Su	T	W	Th	F	Sa	Su
			1	2		2
5	6	7	8	9	5	
12	13	14	15	16	5	
19	20	21	22	23	2	
26	27	28	29	30	5	
December						
Su	T	W	Th	F	Sa	Su
	3	4	5	6	7	5
	10	11	12	13	14	5
	17	18	19	20	21	5
	24	25	26	27	28	
	31					
January						
Su	T	W	Th	F	Sa	Su
		1	2	3	4	
	7	8	9	10	11	5
	14	15	16	17	18	5
	21	22	23	24	25	4
	28	29	30	31		4
February						
Su	T	W	Th	F	Sa	Su
				1		1
	4	5	6	7	8	5
	11	12	13	14	15	5
	18	19	20	21	22	3
	25	26	27	28		4
March						
Su	T	W	Th	F	Sa	Su
				1		1
	4	5	6	7	8	5
	11	12	13	14	15	4
	18	19	20	21	22	
	25	26	27	28	29	5
April						
Su	T	W	Th	F	Sa	Su
1	2	3	4	5	5	
8	9	10	11	12	4	
15	16	17	18	19	5	
22	23	24	25	26	5	
29	30				2	
May						
Su	T	W	Th	F	Sa	Su
			1	2	3	2
	6	7	8	9	10	5
	13	14	15	16	17	5
	20	21	22	23	24	5
	27	28	29	30	31	3
June						
Su	T	W	Th	F	Sa	Su
	3	4	5	6	7	
	10	11	12	13	14	

### Date

16-Jul  
17-Jul

### Events

Registration 1:00 pm - 7:00 p.m.  
OFFICE CLOSED

6-Aug

Registration 8:00 am - 1:00 p.m.

7-Aug

OFFICE CLOSED

15-Aug

New Faculty PD Aug 16 & 17 All Faculty PD

Aug 20 & 21

Early dismissal @ 11:00 a.m. NO lunch  
Parent/Teacher Opening Conferences  
Scheduled at registration or by advisor

3-Sep

Labor Day (No School)

14-Sep

1/2 Day Professional Development  
Early dismissal K-12 @ 11:00 a.m. NO lunch

18-Oct

No School Professional Development- NICL

1-Nov

Early Dismissal K-12 11:00 a.m. NO lunch  
9-12 4pm-7pm in Fieldhouse

3-Nov

1/2 day Grade 7-12 dismissal 11:00 AM No lunch  
No School PK-5 /PK-6 conferences scheduled  
9-12 conferences 11:30 - 2:30 in Fieldhouse

20-Nov

Early Dismissal K-12 @ 11:00 a.m. NO lunch

21-Nov

Thanksgiving Break (No School)

22-Nov

Thanksgiving Day (No School)

23-Nov

University Holiday (No School)

Dec. 24-Jan 3

NO School Winter break

24-Dec

University Holiday's (No School)

25-Dec

Christmas Day

1-Jan

New Year's Day

4-Jan

No School Professional Development

11-Jan

End of First Semester

14-Jan

Second semester begins

21-Jan

Martin Luther King Day (No School)

8-Feb

Kindergarten Roundup

15-Feb

1/2 Day Professional Development  
Early dismissal K-12 @ 11:00 a.m. NO lunch

23-Mar

Early Dismissal K-12 @ 11:00 a.m. NO lunch  
9-12 4pm-7pm in Fieldhouse

23-Mar

1/2 day Grade 7-12 dismissal 11:00 AM No lunch  
No School PK-5 /PK-6 conferences scheduled  
9-12 conferences 11:30 - 2:30 in Fieldhouse

16-Mar

Professional Development\* (Snow day)

Mar 18-22

Spring Break (No School)

12-Apr

No School Professional Development  
Elem. Literacy Conference - Elementary Faculty

17-May

Seniors Last Day

19-May

NU Commencement - 12:00 at the GBPAC

27-May

Memorial Day

30-May

Early Dismissal @ 11:00 AM Last Day

31-May

Make up Snow Day if needed - This would be last 1/2 day.

June 3-3

Teacher Work Days On Strategic Initiative

**Subject:** RE: minors/endorsement numbers  
**From:** "Dr. Dwight C. Watson" <dwright.watson@uni.edu>  
**Date:** 1/28/2012 11:41 AM  
**To:** "'Melissa Heston'" <melissa.heston@uni.edu>  
**CC:** frank.kohler@uni.edu, "'jill uhlenberg'" <jill.uhlenberg@uni.edu>, "Vickie Robinson" <Victoria.Robinson@uni.edu>

Melissa, this is excellent.

Jill, when Frank is finish adding to the chart, let's be sure we get Victoria to add the principal's and superintendent's endorsements to the chart. Also, please add this statement explaining an endorsement at the bottom of the chart. I need this by Tuesday to present at AAC. Thank you all for working on this.

Dr. Dwight C. Watson  
Dean, College of Education  
University of Northern Iowa

**From:** Melissa Heston [mailto:melissa.heston@uni.edu]  
**Sent:** Saturday, January 28, 2012 11:32 AM  
**To:** Frank Kohler  
**Cc:** Dwight Watson  
**Subject:** FW: minors/endorsement numbers

Here's a attempt at explaining. Feel free to edit as needed.

An endorsement designates a specific content area (e.g., elementary education, mathematics, music, etc.) and grade level (e.g., K-6, 5-12, K-12, etc.) and/or type of student (e.g., gifted and talented, visually impaired, mild disabilities, etc.) in which a licensed teacher is considered qualified to teach. An endorsement is created by the Dept. of Education and specifies the content, skills, and experiences needed to earned the endorsement. Institutions must submit a curriculum exhibit that shows exactly how the requirements of a given endorsement will be met by students in its program. The Board of Educational Examiners reviews the curriculum exhibit and determines whether or not the institution's curriculum meets endorsement requirements. Students can only earn an endorsement by meeting the requirements in an approved curriculum exhibit. Teachers cannot teach in areas for which they do not hold an endorsement, although temporary waivers of this rule are possible in emergency circumstances. Endorsements are also used for school administrators and other support personnel. Completing a major or minor does not ensure a student will earn an endorsement in that area, unless the major or minor includes all the requirements of an approved curriculum exhibit. Many endorsements do require completion of a "30 hour teaching major that includes both methods courses and at least 24 hours of disciplinary content.

Melissa

On Saturday, January 28, 2012, Frank Kohler <[frank.kohler@uni.edu](mailto:frank.kohler@uni.edu)> wrote:  
> my suggestion is to contact Michael Cavin, who works with the BOEE. Melissa, do you know Mike?  
>

> On Fri, Jan 27, 2012 at 5:40 PM, Melissa Heston <[melissa.heston@uni.edu](mailto:melissa.heston@uni.edu)> wrote:

>>

>> Hi,

>>

>> I've searched both Chap. 282 and Chap. 79 and couldn't find a definition in either set of rules for the term, "endorsement." The term is used extensively in Chap. 282. I haven't found anything like a definition on the BOEE website at this point.

>>

>> Melissa

>>

>> On 1/27/2012 3:14 PM, Dr. Dwight C. Watson wrote:

>>>

>>> Please complete this chart for special education. Also include the other

>>> two special education minors. Thanks Jill. Melissa, I need the state

>>> definition for the word "endorsement."

>>> Dr. Dwight C. Watson

>>> Dean, College of Education

>>> University of Northern Iowa

>>>

>>>

>>> -----Original Message-----

>>> From: jill uhlenberg [<mailto:jill.uhlenberg@uni.edu>]

>>> Sent: Friday, January 27, 2012 2:24 PM

>>> To: Dwight Watson; Mary C Herring

>>> Subject: minors/endorsement numbers

>>>

>>> Dwight,

>>> Attached is the draft, so far, of the student numbers for C&I programs.

>>> I am waiting for the numbers from Special Education.

>>> Jill

>

>



**Subject:** RE: ideas about GELCAS  
**From:** "Dr. Dwight C. Watson" <dwright.watson@uni.edu>  
**Date:** 1/30/2012 8:32 AM  
**To:** "'Ma Jianping'" <majianpingmark@yahoo.com>

Thanks for sharing

Dr. Dwight C. Watson  
Dean, College of Education  
University of Northern Iowa

**From:** Ma Jianping [mailto:majianpingmark@yahoo.com]  
**Sent:** Sunday, January 29, 2012 11:55 PM  
**To:** Davidson Nadene - dean office  
**Cc:** Nadene Davidson - UNI-Dean Office.  
**Subject:** ideas about GELCAS

Nadene,  
I told to Zhibin Wang, PhD, MBA student of University of Northern Iowa, about our future Language, Culture, Academics, & Sports (GELCAS) program. He would like to share his ideas and suggestions with us. Please read his message below. Talk later.

Jianping Ma

From: zhibin wang [wangzzb@hotmail.com](mailto:wangzzb@hotmail.com)

#### Outline of marketing plan

#### Summary of recruiting the student from China

#### Why have this proposal:

• The University of Iowa scaled up its plan to enlist Chinese undergraduate student and get the tuition more than 10 million dollars per year during recent year. The many USA universities and even a few high schools have started to do the similar things after financial crisis.

• Chinese culture pay attention to the children education and most of higher level families can afford the cost with the economic development.

• Traditional recruit agent need a office, staff, post the advertisements, do many search job to match students and international universities, They need to find the students for

university and find the university for students. It is a inefficiency and higher cost job, regularly, they charge \$4000 commission per Chinese student and extra \$\$\$ for international University.

**Solution:**

- Find few Chinese Universities and sign friendly or cooperative relation agreement, set some exchange or recruit items, such as 2+2, 3+1 and so on, Many Universities have already started to do this, The problem is: both Chinese university and international university are often have several cooperative universities, you must find the right university and right person to increase the efficiency.

I have experienced 3 USA universities and 3 Chinese universities, familiar with University on both sides, many of my classmates are presidents of college of Chinese University(not only my studied universities), I still keep the good relation with them. You can immediate travel to China or sign the friendly agreement with them, immediately!!!

- Only a few international high schools start to do it, it is more complicated to do it than university because of student's age, but some of school has started to do it. If you agree, I can immediately connect with the First Middle School (70 years history) and The Affiliated Middle School of Henan Normal University, both are top 100 middle school in China (China has 70,000 middle schools), absolutely high quality students, both are on my hometown, my sister are English teacher at the first now, I studied at the second, I have confident to set relation with them, or we can try to connect with other middle school in China.

Zhibin Wang

PhD,

MBA student of University of Northern Iowa

CFO of Keteng Textile Company

Cell:319-594-6250

Email:wangzzb@hotmail.com

**Subject:** RE: Employee count at R&D School  
**From:** "Dr. Dwight C. Watson" <dwight.watson@uni.edu>  
**Date:** 1/30/2012 8:42 AM  
**To:** "'Bruce Rieks'" <bruce.rieks@uni.edu>

Bruce do you have the attached file?

Dr. Dwight C. Watson  
Dean, College of Education  
University of Northern Iowa

**From:** Bruce Rieks [mailto:bruce.rieks@uni.edu]  
**Sent:** Monday, January 30, 2012 8:38 AM  
**To:** Dwight Watson  
**Subject:** Fwd: Employee count at R&D School

Dwight,

Here is the employee count data.

Bruce

----- Forwarded message -----

**From:** Dwight C. Watson <dwight.watson@uni.edu>  
**Date:** Sun, Dec 18, 2011 at 2:16 PM  
**Subject:** Re: Employee count at R&D School  
**To:** Bruce Rieks <bruce.rieks@uni.edu>  
**Cc:** Benjamin Allen <allenbaf@uni.edu>, Gloria Gibson <Gloria.Gibson@uni.edu>, Jan Hanish <jan.hanish@uni.edu>, Brenda Buzynski <brenda.buzynski@uni.edu>

Bruce, can you calculate this in monetary amounts. Thanks for pulling this together.

Sent from my iPad

On Dec 16, 2011, at 3:50 PM, Bruce Rieks <bruce.rieks@uni.edu> wrote:

> All,  
>  
> As requested from our recent meeting, I have attached a file the displays the employee count at the R&D School for FY 2009 through FY 2012. The net increase over that time frame is 15. The primary increase is with Faculty-Term/Renewable Term.  
>  
> I also reviewed the R&D Athletic budget. I discovered that the sheet provided by Lynn that totaled \$402,988 for Athletics included a formula error of \$153,644. Her amount should be \$249,344. I requested that Lynn confirm this since even this amount is not the same as what was formally submitted for the FY 2012 R&D Athletic budget. I will update once I receive her confirmation. By the way, my question to Lynn was asked strictly as a confirmation of one report to another.  
>

> Please let me know if you have any additional questions concerning this information.  
>  
> Thanks,  
> Bruce  
>  
>  
> <R&D\_Employee Ct\_ UNIHR127K\_MOD\_Org\_22NOV11.xlsx>

**Subject:** RE: Employee count at R&D School  
**From:** "Dr. Dwight C. Watson" <dwright.watson@uni.edu>  
**Date:** 1/30/2012 8:56 AM  
**To:** "Bruce Rieks" <bruce.rieks@uni.edu>

I did not get it.

Dr. Dwight C. Watson  
Dean, College of Education  
University of Northern Iowa

**From:** Bruce Rieks [mailto:bruce.rieks@uni.edu]  
**Sent:** Monday, January 30, 2012 8:46 AM  
**To:** Dr. Dwight C. Watson  
**Subject:** Re: Employee count at R&D School

Dwight,

It is attached in the first email. This new gmail is a little confusing.

Bruce

On Mon, Jan 30, 2012 at 8:42 AM, Dr. Dwight C. Watson <dwright.watson@uni.edu> wrote:  
Bruce do you have the attached file?

Dr. Dwight C. Watson  
Dean, College of Education  
University of Northern Iowa

**From:** Bruce Rieks [mailto:bruce.rieks@uni.edu]  
**Sent:** Monday, January 30, 2012 8:38 AM  
**To:** Dwight Watson  
**Subject:** Fwd: Employee count at R&D School

Dwight,

Here is the employee count data.

Bruce

----- Forwarded message -----

**From:** Dwight C. Watson <dwright.watson@uni.edu>  
**Date:** Sun, Dec 18, 2011 at 2:16 PM  
**Subject:** Re: Employee count at R&D School  
**To:** Bruce Rieks <bruce.rieks@uni.edu>  
**Cc:** Benjamin Allen <allenbaf@uni.edu>, Gloria Gibson <Gloria.Gibson@uni.edu>, Jan Hanish <jan.hanish@uni.edu>, Brenda Buzynski <brenda.buzynski@uni.edu>

Bruce, can you calculate this in monetary amounts. Thanks for pulling this together.

Sent from my iPad

On Dec 16, 2011, at 3:50 PM, Bruce Rieks <[bruce.rieks@uni.edu](mailto:bruce.rieks@uni.edu)> wrote:

> All,

>

> As requested from our recent meeting, I have attached a file the displays the employee count at the R&D School for FY 2009 through FY 2012. The net increase over that time frame is 15. The primary increase is with Faculty-Term/Renewable Term.

>

> I also reviewed the R&D Athletic budget. I discovered that the sheet provided by Lynn that totaled \$402,988 for Athletics included a formula error of \$153,644. Her amount should be \$249,344. I requested that Lynn confirm this since even this amount is not the same as what was formally submitted for the FY 2012 R&D Athletic budget. I will update once I receive her confirmation. By the way, my question to Lynn was asked strictly as a confirmation of one report to another.

>

> Please let me know if you have any additional questions concerning this information.

>

> Thanks,

> Bruce

>

>

> <R&D\_Employee Ct\_ UNIHR127K\_MOD\_Org\_22NOV11.xlsx>

**Subject:** RE: Allen: Flap won't hurt Price Lab's future  
**From:** "Dr. Dwight C. Watson" <dwright.watson@uni.edu>  
**Date:** 1/30/2012 10:34 AM  
**To:** "'Lyn Countryman'" <countryman45@mac.com>

More impending cuts I guess, but good article to have in the archives.

Dr. Dwight C. Watson  
Dean, College of Education  
University of Northern Iowa

-----Original Message-----

From: Lyn Countryman [<mailto:countryman45@mac.com>] Sent: Sunday, January 29, 2012 7:35 PM  
To: Dr. Dwight C. Watson  
Subject: Allen: Flap won't hurt Price Lab's future

[http://wcfcourier.com/news/local/allen-flap-won-t-hurt-price-lab-s-future/article\\_a0a16ac0-43e1-11df-8200-001cc4c002e0.html](http://wcfcourier.com/news/local/allen-flap-won-t-hurt-price-lab-s-future/article_a0a16ac0-43e1-11df-8200-001cc4c002e0.html)

What changed his mind from this article?  
Lyn

Sent from my iPad

1-29 - Countryman 73  
Allen April 2010  
St. Louis - what  
changed? Am's mind?



**Subject:** FW: Send again  
**From:** "Dr. Dwight C. Watson" <dwight.watson@uni.edu>  
**Date:** 1/30/2012 11:02 AM  
**To:** "Stacey Christensen" <stacey.christensen@uni.edu>

So here is the current version that Melissa and I worked on. I just don't have this broader national language that Pat wants. I encourage her to craft such and insert it.

Dr. Dwight C. Watson  
Dean, College of Education  
University of Northern Iowa

---

**From:** Melissa Heston [mailto:melissa.heston@uni.edu]  
**Sent:** Sunday, January 29, 2012 2:51 PM  
**To:** Dr. Dwight C. Watson  
**Subject:** Re: Send again

Here you go...

m

On 1/29/2012 2:46 PM, Dr. Dwight C. Watson wrote:  
Please send me the revised piece again. Thanks for working on this.

Dr. Dwight C. Watson  
Dean, College of Education  
University of Northern Iowa

**Melissa L. Heston** <[Melissa.Heston@uni.edu](mailto:Melissa.Heston@uni.edu)>  
Coordinator, Elementary Teacher Education  
University of Northern Iowa

---

— Attachments: —

dwightteacheredoped-2 Jan 29 12.doc

32.5 KB

DRAFT

1/26/12

**What makes an effective teacher preparation program  
by Dwight C. Watson, dean, College of Education, University of Northern Iowa**

It's a topic being discussed all around the country, what makes an effective teacher? What role do college and university teacher preparation programs have in improving the decline in student achievement in America? The popular answer by many education professionals and policy makers is to recruit only the best and brightest into the profession. But does the brightest mean those who achieve the highest scores on pre-assessment tests and only students with high grade point averages? Many college and university faculty and administrators would argue that aspiring teachers shouldn't be judged solely on a high academic record, but rather a blend of clinical evaluations, academic record and instructional ability.

Have Pat provide the language here.

(Pat wants you to expound more on the national scope in the paragraph below and take the emphasis off of Iowa and the governor). Examples include negotiated rule-making, president's state of union reference in education blueprint – reforming schools of education and making more selective Higher Ed Act called for states to set up system to evaluate teacher ed systems.)

Comment [dcw1]: You should use this as a guide

Teacher preparation programs are now under the national spotlight for their role in education reform. Iowa Governor Terry Branstad recently released recommendations to the state legislature concerning education reform initiatives in Iowa. One of the recommendations is to increase the entry level Grade Point Average (GPA) of Iowa's teacher preparation programs to a 3.0. The University of Northern Iowa's College of Education believes that teacher effectiveness is measured by more than just GPA. Currently, UNI's GPA requirement for admission to our teacher education program is a 2.5. However, the average GPA for the 2242 students we admitted from 2007 through 2010 was a 3.4. Among these students, 81.5 percent had GPAs at or above the 3.0 level, while slightly more than 50 percent of them had GPAs above a 3.4. Clearly the large majority of our students are performing well academically in their liberal arts coursework.

However, some students, for a variety of reasons have not established a 3.0 GPA by the time they seek admission to our program. If the proposed 3.0 GPA requirement took effect today, then 18.5 percent of our students would be denied admission based solely upon this GPA requirement. When we looked closely at this group of students, we discovered that 26% of our students of color would be not be admitted to the program, with Latino students being most severely affected; nearly 35% of Latino students admitted between 2007 and 2010 did not have GPAs that would meet the 3.0 requirement.

What about our students' GPAs at graduation? When we looked at our 1831 graduates between 2007 and 2010, we found the average GPA to be a 3.31, with slightly more than 50% having GPAs above a 3.4. Among white students, nearly 83 percent have GPAs above 3.0, while among students of color, nearly 76 percent have GPAs above 3.0. Notably, among Latino students, the proportion of students with GPAs below 3.0 decreases to less than 30 percent as they progress through the teacher education program. Our African American students are more likely to have GPAs above a 3.0 than our white students at graduation. If we must have a numeric indicator, then let the 3.0 be a requirement upon graduation, not entry into the program.

Students who come from backgrounds that are underrepresented in the academy often struggle with academic attainment issues as they adjust and become more acclimated to college. This adjustment period may mean that students will have less than a B average in some courses, but once these students are entered into the professional sequence they strive because their lived experiences foster authentic connections with PK-12 learners. To offset this concern, multiple measures are needed to diversify the teaching workforce -- a high priority and need in Iowa and across the nation. These measures may call for a combination of a higher GPA requirement, a philosophy of teaching essay, a sample lesson plan, a performance-based assessment and evaluations from clinical assignments.

Comment [dcw2]: How is this a test of a measure of educational preparation status?

Another way to measure a student's effectiveness at becoming a teacher would be to capture their performance at the point of exit during student teaching. The assessment that we use at the point of exit is the Teacher Work Sample (TWS). With this assessment system, student teachers are judged by their performance as instructors as they teach in the classroom. (Pat feels like we need to make sure we separate the entrance and exit assessments clearly and not combine the two in paragraphs -- please assist) The TWS allows teacher education students to assess their students' learning from beginning to end. When our students showcase their class is learning, then we determine their effectiveness as future educators. We are currently refining this process by piloting the Teacher Performance Assessment (TPA) model along with Drake University, Iowa State University and the University of Iowa. The Teacher Performance Assessment model asks preservice teachers to define their academic language, build a context for their teaching, and assure that the instructional practices implemented makes a significant performance difference in their pupil's learning.

Comment [dcw3]: This should separate the two based on Pat's suggestion.

Pat suggests striking this paragraph. It was reported that if Gov. Branstad's 3.0 GPA was approved, this change would be implemented immediately. Our program feels this will be problematic for both students who are in our program and for those preparing to enter our program. We are also concerned that if the 3.0 GPA is implemented for acceptance into UNI's program, then this will discourage students from taking more challenging courses. Furthermore, a residual effect of this change may cause grade inflation. Many of the students who are on the verge of securing the 3.0 will have to take additional courses or retake courses that they previously took in which they received a "C" or lower to enhance their GPA. At UNI, if a student takes a class again and improves the grade, the new grade replaces the old grade when the GPA is calculated. This additional course work will delay graduation and add extra costs to students.

Comment [dcw4]: Okay, but this is at the heart of the concern if 3.0 is implemented.

In addition, how will the proposed new GPA impact the national efforts in STEM education? There is a high need for math and science teachers. The course work for these majors is very rigorous. It is common for these students to have average GPAs and still be deemed as highly competent candidates for teaching. We recommend that this policy has a waiver process so that mathematics and science students as well as other students with legitimate reasons for a lower GPA can present their cases to an appeal board within the teacher education program.

Our program recognizes the desire of policy makers to increase the quality of teacher candidates, but there is no sound evidence that students' GPAs alone will make them more effective teachers. As stated before, the mark of an effective teacher is how the teacher affects student performance. Our hope is that policy makers would consider an integrated approach that blends performance-based assessments and academic achievement as the measure for success for highly qualified, effective and competent teachers.

**Subject:** RE: enrollment numbers

**From:** "Dr. Dwight C. Watson" <dwright.watson@uni.edu>

**Date:** 1/30/2012 12:54 PM

**To:** "'Lyn Countryman, Ph.D., NBCT'" <lyn.countryman@uni.edu>

Thanks for asking the question.

Dr. Dwight C. Watson  
Dean, College of Education  
University of Northern Iowa

---

**From:** Lyn Countryman, Ph.D., NBCT [mailto:lyn.countryman@uni.edu]

**Sent:** Monday, January 30, 2012 11:47 AM

**To:** Tim and Kathleen McKenna

**Cc:** Nadene Davidson; Dr. Dwight C. Watson

**Subject:** enrollment numbers

Tim,

Can you give me an interpretation 16b. & then 16d.

I need to respond to David Stoakes who is interpreting 16b as increase in 12 CF students (see *Interpretation 3*)

Does it mean we are limited to 5 increase of students from CF figuring from only the CF students? Or does it mean 5% increase from our total years enrollment at the r & D school. Couldn't it be interpreted that way? It means 5 more students for us (17 over 12 that Cedar falls).

282.18 Open Enrollment

16. a. The total enrollment of the research and development school shall be limited to six hundred fifty students.

b. Open enrollment requests accepted by the research and development school shall be limited to a five percent increase per year of students from each of the Cedar Falls community school district and the Waterloo school district over the previous year's enrollment at the research and development school.

c. The total number of students enrolled in the research and development school from the Cedar Falls community school district shall be limited to not more than ten percent of the total district enrollment of the Cedar Falls community school district.

*Interpretation 1*

66 from Waterloo -  $\times 5\% = + 3.3$  (3) and it soundd like Waterloo won't allow anyone but siblings to come, which means we will run this dry.

246.98 from CF -  $\times 5\% = +12.3$  (12) AT this rate it will take us till **14 years (2026)** to reach CF total (475)

*Interpretation 2*

OR  $66+246.98= 312.98 \times 5\% = 16$  students increase from each district. We won't get it from Waterloo, but would from CF. AT this rate it will take us **8 years (2019) to reach CF Total= 475 = 10% of CF enrollment today.**

*Interpretation 3*

0331.88 Total K-12 enrollment at MPLS/R&D

$331.88 \times 5\% = 17$  students AT this rate it will take us **8 years (2019)** to reach CF total

ALSO how to interpret this

d. Open enrollment requests accepted by the research and development school from a school district shall be limited to not more than two percent of a school district's previous year's total enrollment count. This subsection does not apply to the Cedar Falls community and Waterloo school districts.

Also with (d) how do we count that ....do we do 2% of our total of other enrollment from other districts or 2% of each. If this is the case, then the enrollment from Waverly of 1 can NEVER increase or 1 from Denver can never increase, or 2 from Gladbrook Reinbeck can never increase. If we do total that means

- 1 Denver
- 6 DNH
- 1 Sumner
- 2 GR
- 6 Janesville
- 1 W/S

$17 \text{ students} \times 2\% = .34$  so if we use this formula we can not ever grow from any of these districts. If it is interpreted as  $2\% \text{ of } 331.88 = 6.6$  (7 students increase from these districts which we will never get to.)

Lyn

**Subject:** FW: responses

**From:** "Dr. Dwight C. Watson" <dwright.watson@uni.edu>

**Date:** 2/1/2012 2:20 PM

**To:** "Patricia Geadelmann" <Patricia.Geadelmann@uni.edu>

Forwarding from discussion

Dr. Dwight C. Watson  
Dean, College of Education  
University of Northern Iowa

---

**From:** White, Pamela J [HS AD] [mailto:pjwhite@mail.iastate.edu]

**Sent:** Tuesday, January 31, 2012 6:19 PM

**To:** Crocco, Margaret; Gonzalez, Diana [BOARD]; 'Dwight Watson'; Patrick Clancy

**Cc:** White, Pamela (pjwhite@iastate.edu)

**Subject:** responses

Here are some suggested responses to my "assignments"

**Alternative Pathways into the Education Profession:** HSB 517 creates alternative pathways into the education profession that are more "friendly" and accommodating to those with "life" experiences but have not taken/completed professional education coursework. The pathway, as recommended, is open for all discipline areas, regardless of the needs. Consideration should be given to allowing the alternative pathways ONLY for disciplinary areas of need (shortage areas) in Iowa.

**Third Grade Literacy:** We fully agree with the importance of having students reading by the end of the third grade. We encourage efforts to identify students needing more literacy training early on, and to provide intensive reading assistance, including one-on-one or small group reading supports, summer school programs, or specialized tutoring. Having a research-based center related to literacy might be costly but could also be helpful. We have concerns regarding holding back students who do not meet basic literacy requirements, and recommend early intervention as the means for improving third grade literacy.

I also wonder about one more part in HSB 517 - that concerning the state's co-teaching requirement for our professional education faculty. Here is the statement:

*A requirement that faculty members in professional education maintain an ongoing involvement in activities in elementary, middle, or secondary schools. The activities shall include at least forty hours of team teaching during a period not exceeding two years in duration at the elementary, middle, or secondary level. Section 43, Number 2, page 41.*

The present policy requires 60 hours in a 5 year period of time but only 30 have to be in co-teaching activities; the others can be in supervision of student teachers, etc.

If we are interpreting this correctly, this means that our professional education faculty will need 40 hours of team teaching every two year. This could be a major issue here and in other teacher ed programs. Your thoughts?

Thanks,  
Pam

Pamela J. White  
Dean, College of Human Sciences; University Professor of Food Science and Human Nutrition  
E262 Lagomarcino Hall, Ames, Iowa 50011; phone: 515-294-5380; fax: 515-294-7802

---

**From:** Crocco, Margaret [mailto:margaret-crocco@uiowa.edu]  
**Sent:** Tuesday, January 31, 2012 5:25 PM  
**To:** Gonzalez, Diana [BOARD]; 'Dwight Watson'; White, Pamela J [HS AD]; Patrick Clancy  
**Subject:** Re: Suggested changes

Hi, all:

Here is my draft language for the two assigned topics.

Also, of the times Diana indicated for our next call, I can do the following: February 8th between 3:30 and 5 and February 9th between 8 and 10 am.

Best,  
 Margaret

**Project Lead the Way:** We support the Administration's proposal to make Project Lead the Way eligible for concurrent enrollment supplemental weighted funding for high school/community college credit.

**Iowa Common Core:** We do not support investing \$1,000,000 in developing model curricula for music and other fine arts, foreign languages, entrepreneurial education, physical education, applied arts, and character education. Instead, we believe that school districts should be given freedom to develop their own curricula in these areas, adapted to students' needs. This money might be better spent in strengthening the work on the four major subject areas: Math, English Language Arts, Science, and Social Studies.

---

**From:** "Gonzalez, Diana [BOARD]" <gonzalez@iastate.edu>  
**Date:** Tue, 31 Jan 2012 21:26:38 +0000  
**To:** 'Dwight Watson' <dwight.watson@uni.edu>, "White, Pamela J [HS AD]" <pjwhite@mail.iastate.edu>, Patrick Clancy <Pclancy@iowa-braille.k12.ia.us>, "Crocco, Margaret" <margaret-crocco@uiowa.edu>  
**Cc:** Cristina Cardenas <cristina-cardenas@uiowa.edu>, "bartlett@uni.edu" <bartlett@uni.edu>  
**Subject:** Suggested changes

I've taken a stab at suggesting a few changes.

There are a couple of items highlighted in yellow. The first "could" probably needs to be more specific. The second phrase probably needs to be more layperson -- I would appreciate some wording.

Please send me your feedback and suggestions as soon as possible. We need to be ready to go sooner rather than later.

Diana



**Subject:** RE: responses

**From:** "Dr. Dwight C. Watson" <dwright.watson@uni.edu>

**Date:** 2/1/2012 2:20 PM

**To:** "'Crocco, Margaret'" <margaret-crocco@uiowa.edu>, "'White, Pamela J [HS AD]'" <pjwhite@mail.iastate.edu>

**CC:** "'Gonzalez, Diana [BOARD]'" <gonzalez@iastate.edu>, "'Patrick Clancy'" <PClancy@iowa-braille.k12.ia.us>, "'White, Pamela'" <pjwhite@iastate.edu>

I agree with Pam's statements

Dr. Dwight C. Watson  
Dean, College of Education  
University of Northern Iowa

---

**From:** Crocco, Margaret [mailto:margaret-crocco@uiowa.edu]

**Sent:** Tuesday, January 31, 2012 7:40 PM

**To:** White, Pamela J [HS AD]

**Cc:** Gonzalez, Diana [BOARD]; Dwight Watson; Patrick Clancy; White, Pamela (pjwhite@iastate.edu)

**Subject:** Re: responses

Hi, Pam:

I agree with your framing of the Alternative Pathways statement.

I have similar concerns about holding students back: The research suggests that this is not effective in improving literacy and has detrimental social as well as educational effects long run.

I also have concerns about the new requirement for team teaching. I just don't think that this needs to be mandated.

Best,

Margaret

On Jan 31, 2012, at 6:19 PM, "White, Pamela J [HS AD]" <pjwhite@mail.iastate.edu> wrote:

Here are some suggested responses to my "assignments"

**Alternative Pathways into the Education Profession:** HSB 517 creates alternative pathways into the education profession that are more "friendly" and accommodating to those with "life" experiences but have not taken/completed professional education coursework. The pathway, as recommended, is open for all discipline areas, regardless of the needs. Consideration should be given to allowing the alternative pathways ONLY for disciplinary areas of need (shortage areas) in Iowa.

**Third Grade Literacy:** We fully agree with the importance of having students reading by the end of the third grade. We encourage efforts to identify students needing more literacy training early on, and to provide intensive reading assistance, including one-on-one or small group reading supports, summer school programs, or specialized tutoring. Having a research-based center related to literacy might be costly but could also be helpful. We have concerns regarding holding back students who do not meet basic literacy requirements, and recommend early intervention as the means for improving third grade literacy.

I also wonder about one more part in HSB 517 - that concerning the state's co-teaching requirement for our professional education faculty. Here is the statement:

*A requirement that faculty members in professional education maintain an ongoing involvement in activities in elementary, middle, or secondary schools. The activities shall include at least forty hours of team teaching during a period not exceeding two years in duration at the elementary, middle, or secondary level. Section 43, Number 2, page 41.*

The present policy requires 60 hours in a 5 year period of time but only 30 have to be in co-teaching activities; the others can be in supervision of student teachers, etc.

If we are interpreting this correctly, this means that our professional education faculty will need 40 hours of team teaching every two year. This could be a major issue here and in other teacher ed programs. Your thoughts?

Thanks,  
Pam

Pamela J. White  
Dean, College of Human Sciences; University Professor of Food Science and Human Nutrition  
E262 Lagomarcino Hall, Ames, Iowa 50011; phone: 515-294-5380; fax: 515-294-7802

---

**From:** Crocco, Margaret [mailto:margaret-crocco@uiowa.edu]  
**Sent:** Tuesday, January 31, 2012 5:25 PM  
**To:** Gonzalez, Diana [BOARD]; 'Dwight Watson'; White, Pamela J [HS AD]; Patrick Clancy  
**Subject:** Re: Suggested changes

Hi, all:  
Here is my draft language for the two assigned topics.  
Also, of the times Diana indicated for our next call, I can do the following: February 8th between 3:30 and 5 and February 9th between 8 and 10 am.  
Best,  
Margaret

**Project Lead the Way:** We support the Administration's proposal to make Project Lead the Way eligible for concurrent enrollment supplemental weighted funding for high school/community college credit.

**Iowa Common Core:** We do not support investing \$1,000,000 in developing model curricula for music and other fine arts, foreign languages, entrepreneurial education, physical education, applied arts, and character education. Instead, we believe that school districts should be given freedom to develop their own curricula in these areas, adapted to students' needs. This money might be better spent in strengthening the work on the four major subject areas: Math, English Language Arts, Science, and Social Studies.

---

**From:** "Gonzalez, Diana [BOARD]" <gonzalez@iastate.edu>  
**Date:** Tue, 31 Jan 2012 21:26:38 +0000  
**To:** 'Dwight Watson' <dwright.watson@uni.edu>, "White, Pamela J [HS AD]"

<[pjwhite@mail.iastate.edu](mailto:pjwhite@mail.iastate.edu)>, Patrick Clancy <[PClancy@iowa-braille.k12.ia.us](mailto:PClancy@iowa-braille.k12.ia.us)>, "Crocco, Margaret" <[margaret-crocco@uiowa.edu](mailto:margaret-crocco@uiowa.edu)>

**Cc:** Cristina Cardenas <[cristina-cardenas@uiowa.edu](mailto:cristina-cardenas@uiowa.edu)>, "[bartlett@uni.edu](mailto:bartlett@uni.edu)" <[bartlett@uni.edu](mailto:bartlett@uni.edu)>

**Subject:** Suggested changes

I've taken a stab at suggesting a few changes.

There are a couple of items highlighted in yellow. The first "could" probably needs to be more specific. The second phrase probably needs to be more layperson – I would appreciate some wording.

Please send me your feedback and suggestions as soon as possible. We need to be ready to go sooner rather than later.

Diana

**Subject:** RE: Suggested changes  
**From:** "Dr. Dwight C. Watson" <dwright.watson@uni.edu>  
**Date:** 2/1/2012 2:21 PM  
**To:** "'White, Pamela J [HS AD]'" <pjwhite@mail.iastate.edu>, "'Crocco, Margaret'" <margaret-crocco@uiowa.edu>, "'Gonzalez, Diana [BOARD]'" <gonzalez@iastate.edu>, "'Patrick Clancy'" <PCLancy@iowa-braille.k12.ia.us>

I agree with Margaret's responses.

Dr. Dwight C. Watson  
Dean, College of Education  
University of Northern Iowa

---

**From:** White, Pamela J [HS AD] [mailto:pjwhite@mail.iastate.edu]  
**Sent:** Tuesday, January 31, 2012 5:34 PM  
**To:** Crocco, Margaret; Gonzalez, Diana [BOARD]; 'Dwight Watson'; Patrick Clancy  
**Subject:** RE: Suggested changes

Margaret – Your responses to the two topics look good to me.

Thanks,  
Pam

Pamela J. White  
Dean, College of Human Sciences; University Professor of Food Science and Human Nutrition  
E262 Lagomarcino Hall, Ames, Iowa 50011; phone: 515-294-5380; fax: 515-294-7802

---

**From:** Crocco, Margaret [mailto:margaret-crocco@uiowa.edu]  
**Sent:** Tuesday, January 31, 2012 5:25 PM  
**To:** Gonzalez, Diana [BOARD]; 'Dwight Watson'; White, Pamela J [HS AD]; Patrick Clancy  
**Subject:** Re: Suggested changes

Hi, all:  
Here is my draft language for the two assigned topics.  
Also, of the times Diana indicated for our next call, I can do the following: February 8th between 3:30 and 5 and February 9th between 8 and 10 am.  
Best,  
Margaret

**Project Lead the Way:** We support the Administration's proposal to make Project Lead the Way eligible for concurrent enrollment supplemental weighted funding for high school/community college credit.

**Iowa Common Core:** We do not support investing \$1,000,000 in developing model curricula for music and other fine arts, foreign languages, entrepreneurial education, physical education, applied arts, and character education. Instead, we believe that school districts should be given freedom to develop their own curricula in these areas, adapted to students' needs. This money might be better spent in strengthening the work on the four major subject areas: Math, English Language Arts, Science, and Social Studies.

---

**From:** "Gonzalez, Diana [BOARD]" <[gonzalez@iastate.edu](mailto:gonzalez@iastate.edu)>  
**Date:** Tue, 31 Jan 2012 21:26:38 +0000  
**To:** 'Dwight Watson' <[dwight.watson@uni.edu](mailto:dwight.watson@uni.edu)>, "White, Pamela J [HS AD]" <[pjwhite@mail.iastate.edu](mailto:pjwhite@mail.iastate.edu)>, Patrick Clancy <[PClancy@iowa-braille.k12.ia.us](mailto:PClancy@iowa-braille.k12.ia.us)>, "Crocco, Margaret" <[margaret-crocco@uiowa.edu](mailto:margaret-crocco@uiowa.edu)>  
**Cc:** Cristina Cardenas <[cristina-cardenas@uiowa.edu](mailto:cristina-cardenas@uiowa.edu)>, "'bartlett@uni.edu'" <[bartlett@uni.edu](mailto:bartlett@uni.edu)>  
**Subject:** Suggested changes

I've taken a stab at suggesting a few changes.

There are a couple of items highlighted in yellow. The first "could" probably needs to be more specific. The second phrase probably needs to be more layperson – I would appreciate some wording.

Please send me your feedback and suggestions as soon as possible. We need to be ready to go sooner rather than later.

Diana

**Subject:** RE: RD3 Director

**From:** "Dr. Dwight C. Watson" <dwright.watson@uni.edu>

**Date:** 2/2/2012 3:43 PM

**To:** robinmebus@mchsi.com

We will await the President's reply. It is indeed in his hands as the convener of the Advisory Group.

Dr. Dwight C. Watson  
Dean, College of Education  
University of Northern Iowa

-----Original Message-----

From: robinmebus@mchsi.com [mailto:robinmebus@mchsi.com] Sent: Thursday, February 02, 2012 3:40 PM  
To: ben.allen@uni.edu  
Cc: dwright.watson@uni.edu  
Subject: RD3 Director

Dear Ben:

I am emailing you because I am greatly concerned as a member of the Advisory Committee that UNI has not instigated a search for a permanent director at the RD3 school. It is my understanding that there was a presentation to the Board of Regents and as for my own committee, this was decided to be a TOP priority last spring. This committee, in its 3rd year, has not met since last spring and nothing has happened. In addition, I would like to be updated as to the boundary issues with Cedar Falls Public School. As you know the superintendent is retiring and I am hopeful that anything that needs to be completed will be during his tenure.

I have received requests for names to be submitted for someone to direct the research side of things but nothing further. Yet, there is still a school that is being touted as an R&D school and we do not seem to be any closer to identifying a permanent leader than when I stepped onto this committee. I believe that casts the University in a negative light as well as severely damages the work that could be happening at Price Lab/NU.

I am frustrated, confused and feel powerless to do what this committee "says" we are doing. I have been patient. I have been understanding. I want to see either action or an honest explanation about why action is not being taken. I think I deserve that as someone who has agreed to lend my name to this process as well as my time.

Thank you in advance for what I am sure will be a very thoughtful and complete reply.

Robin Mebus

**Subject:** Re: RD3 Director  
**From:** "Dwight C. Watson" <dwright.watson@uni.edu>  
**Date:** 2/3/2012 6:39 AM  
**To:** "robinmebus@mchsi.com" <robinmebus@mchsi.com>

Thanks for sharing.

Sent from my iPad

On Feb 2, 2012, at 7:29 PM, [robinmebus@mchsi.com](mailto:robinmebus@mchsi.com) wrote:

I just wanted to copy you so you would know what I had written Dwight. -----

Original Message -----

From: Dr. Dwight C. Watson <dwright.watson@uni.edu>

To: [robinmebus@mchsi.com](mailto:robinmebus@mchsi.com)

Sent: Thu, 2 Feb 2012 15:43:24 -0600 (CST)

Subject: RE: RD3 Director

We will await the President's reply. It is indeed in his hands as the convener of the Advisory Group.

Dr. Dwight C. Watson  
Dean, College of Education  
University of Northern Iowa

-----Original Message-----

From: [robinmebus@mchsi.com](mailto:robinmebus@mchsi.com) [<mailto:robinmebus@mchsi.com>] Sent: Thursday, February 02, 2012 3:40 PM

To: [ben.allen@uni.edu](mailto:ben.allen@uni.edu)

Cc: [dwright.watson@uni.edu](mailto:dwright.watson@uni.edu)

Subject: RD3 Director

Dear Ben:

I am emailing you because I am greatly concerned as a member of the Advisory Committee that UNI has not instigated a search for a permanent director at the RD3 school. It is my understanding that there was a presentation to the Board of Regents and as for my own committee, this was decided to be a TOP priority last spring. This committee, in its 3rd year, has not met since last spring and nothing has happened. In addition, I would like to be updated as to the boundary issues with Cedar Falls Public School. As you know the superintendent is retiring and I am hopeful that anything that needs to be completed will be during his tenure.

I have received requests for names to be submitted for someone to direct the research side of things but nothing further. Yet, there is still a school that is being touted as an R&D school and we do not seem to be any closer to identifying a permanent leader than when I stepped onto this committee. I believe that casts the University in a negative light as well as severely damages the work that could be happening at Price Lab/NU.

I am frustrated, confused and feel powerless to do what this committee "says" we are doing. I have been patient. I have been understanding. I want to see either action or an honest explanation about why action is not being taken. I think I deserve that as someone who has agreed to lend my name to this process as

well as my time.

Thank you in advance for what I am sure will be a very thoughtful and complete reply.

Robin Mebus



**Subject:** Re: President's Office  
**From:** clare struck <clare.struck@uni.edu>  
**Date:** 2/3/2012 3:39 PM  
**To:** "Dr. Dwight C. Watson" <dwright.watson@uni.edu>

Thanks Dwight. I am hopeful this will be a helpful step in moving forward.  
Clare

On 2/3/12 3:23 PM, Dr. Dwight C. Watson wrote:

Good to know. I spoke to him and the provost about the letter and I knew he was planning to meet with you all.

Dr. Dwight C. Watson  
Dean, College of Education  
University of Northern Iowa

---

**From:** clare struck [mailto:clare.struck@uni.edu]  
**Sent:** Friday, February 03, 2012 3:21 PM  
**To:** Lyn Countryman; joshua henriksen; Jim Stichter; Dr. Dwight C. Watson; Nadene Davidson  
**Subject:** Fwd: President's Office

Dwight, Nadene, Lyn, Jim, and Josh,  
Below is an email from Terry Ketter about a message she received from President Allen's office in response to the letter many MPLS faculty and staff sent him asking to have a conversation about the progress of the R&D at MPLS. Just wanted to keep you all in the loop of this communication.  
Have a great weekend!  
Clare

----- Original Message -----

**Delivered-To:** [clare.struck@uni.edu](mailto:clare.struck@uni.edu)

**Received:** by 10.182.175.104 with SMTP id bz8cs10314obc; Thu, 2 Feb 2012 11:51:49 -0800 (PST)

**Received:** by 10.50.203.66 with SMTP id ko2mr3204716igc.7.1328212309513; Thu, 02 Feb 2012 11:51:49 -0800 (PST)

**Return-Path:** <[terry.ketter@uni.edu](mailto:terry.ketter@uni.edu)>

**Received:** from mail-iy0-f173.google.com (mail-iy0-f173.google.com [209.85.210.173]) by mx.google.com with ESMTPS id uz5si1884958igc.58.2012.02.02.11.51.49 (version=TLSv1/SSLv3 cipher=OTHER); Thu, 02 Feb 2012 11:51:49 -0800 (PST)

**Received-SPF:** neutral (google.com: 209.85.210.173 is neither permitted nor denied by best guess record for domain of [terry.ketter@uni.edu](mailto:terry.ketter@uni.edu)) client-ip=209.85.210.173;

**Authentication-Results:** mx.google.com; spf=neutral (google.com: 209.85.210.173 is neither permitted nor denied by best guess record for domain of [terry.ketter@uni.edu](mailto:terry.ketter@uni.edu)) smtp.mail=[terry.ketter@uni.edu](mailto:terry.ketter@uni.edu)

**Received:** by mail-iy0-f173.google.com with SMTP id k25so4694506iah.32 for <[clare.struck@uni.edu](mailto:clare.struck@uni.edu)>; Thu, 02 Feb 2012 11:51:49 -0800 (PST)

**Received:**by 10.42.155.70 with SMTP id t6mr3994724icw.11.1328212309328;  
Thu, 02 Feb 2012 11:51:49 -0800 (PST)

**Return-Path:**<terry.ketter@uni.edu>

**Received:**from [134.161.124.115] (124-115.price-lab.uni.edu.  
[134.161.124.115]) by mx.google.com with ESMTPS id  
f8sm6593915ibl.6.2012.02.02.11.51.47 (version=SSLv3  
cipher=OTHER); Thu, 02 Feb 2012 11:51:48 -0800 (PST)

**Message-ID:**<4F2AE953.80906@uni.edu>

**Date:**Thu, 02 Feb 2012 13:51:47 -0600

**From:**terry.ketter@uni.edu <terry.ketter@uni.edu>

**User-Agent:**Mozilla/5.0 (Windows; U; Windows NT 5.1; en-US; rv:1.9.2.26)  
Gecko/20120129 Thunderbird/3.1.18

**MIME-Version:**1.0

**To:**Jim Stichter <jim.stichter@uni.edu>, clare struck  
<clare.struck@uni.edu>

**Subject:**President's Office

**Content-Type:**text/plain; charset=ISO-8859-1; format=flowed

**Content-Transfer-Encoding:**7bit

Jennifer Yarrow from President's office just called and she is working  
on a date to meet and thought by early next week she should have a  
date. She just didn't want us to think that they were ignoring us.

**Clare Struck** <clare.struck@uni.edu>

Elementary Counselor

Price Laboratory School

University of Northern Iowa

**Subject:** RE: friday  
**From:** "Dr. Dwight C. Watson" <dwright.watson@uni.edu>  
**Date:** 2/7/2012 5:47 PM  
**To:** "'Lyn Countryman, Ph.D., NBCT'" <lyn.countryman@uni.edu>

Thanks

Dr. Dwight C. Watson  
Dean, College of Education  
University of Northern Iowa

---

**From:** Lyn Countryman, Ph.D., NBCT [mailto:lyn.countryman@uni.edu]  
**Sent:** Tuesday, February 07, 2012 5:42 PM  
**To:** PLS High School; Middle school school; plsefem@uni.edu plselem@uni.edu  
**Subject:** Fwd: friday

Please note: a **board of regents member is coming** to the lab school **Friday**.  
If she comes into classes please have a student greet them and tell them what is happening in class.  
Be ready to talk about innovation.

**Talking points**

Research at R & D

- \* one to one - integration of technology in a STUDENT-Centered learning enviroment
- Leader in ME
- Seven other research studies on Geospatial Technology, Gifted Students Performance,

Problem-solving in infants and toddlers, healthy lifestyle study.

Innovation at R & D

- Comprehensive literacy initiative K-8
- Competency-based /standards-based assessment
- Project-based learning - May term/J term
- Community based projects - Main Street - MERGE <http://www.wix.com/hollyhanna>

**/merge#!**

• Video collections: Surviving in a technology-rich environment (Karen Couch), Student leadership opportunities in Level II orientation,

Nutrition in Action, Seven habits assemblies, Cedar Falls Library project (Holly Hanna), Fourth grade math anchor lessons (Amy Lockhart and Judy Evans)

Outreach

- Last year MPLS instructors impacted over 1500 teachers in EVERY AEA in the state and in 58% of the counties of Iowa
- The entire Monticello School District teachers came to interact with our teachers
- This year we are partnering with Bettendorf (math & modern language), Council Bluffs (literacy), Waterloo (math), just to name a few.

lyn

Begin forwarded message:

**From:** Mary-Sue Bartlett <[mary-sue.bartlett@uni.edu](mailto:mary-sue.bartlett@uni.edu)>

**Subject:** friday

**Date:** February 7, 2012 9:03:29 AM CST

**To:** Lyn Countryman <[Lyn.Countryman@uni.edu](mailto:Lyn.Countryman@uni.edu)>

lyn.....i wanted to alert you that dean watson and greta johnson (board of regents member) will be at the lab school friday morning for an 'unescorted' tour of several areas. you may want to let your faculty know this, however, there are no planned activities -- just dean watson and greta having a tour.

if you have questions, let me know.

~msb~

**Subject:** Price Lab transforming to Iowa's R & D Update  
**From:** "Lyn Countryman, Ph.D., NBCT" <lyn.countryman@uni.edu>  
**Date:** 2/8/2012 8:28 PM

As an update on the progress we have made on our Strategic Plan Goals for the Research and Development School, I am attaching a handout that outlines the innovative initiatives started, our productive research agenda, and our outreach to the state. If you have any questions feel free to ask.

— Untitled attachment 00260.htm —

Lyn Countryman, Ph.D.  
Interim Director  
Malcolm Price Lab School transforming into - Iowa's Research and Development School  
University of Northern Iowa  
Cedar Falls, Iowa 50613  
124A  
319-273-2614  
*Inspiring Innovation in Education*

*The University of Northern Iowa provides transformative learning experiences that inspire students to embrace challenge, engage in critical inquiry and creative thought, and contribute to society.*

UNI Mission

— Attachments: —

2011Initiatives.pdf	2.8 MB
Untitled attachment 00260.htm	17.2 KB

IN EDUCATION

# INSPIRING Innovation

## Innovation and Research



### Malcolm Price Lab School transforming to Iowa's Research & Development School

#### ONE TO ONE Research

Which computer platform, iPad or MacBook is best suited for learning in various disciplines? What are the advantages and disadvantages of each? Preliminary data & findings on these questions will be available March 2012.

#### The LEADER in ME Initiative

The effectiveness of systemically implementing the Seven Habits preK-12 in a school is being investigated. Student-engagement, academic achievement and affective gains are being measured.

#### Competency-Based Education Initiative

Waivers have been registered with the Iowa Department of Education to implement this FY13. Competency-based grading is underway in language arts and mathematics.

#### Challenge-based Initiative (project-based)

To investigate the potential of challenge-based education the R & D school has been implementing a January term and a May term for the past three years in which students have engaged in challenge-based (project-based) education.



The purpose of this endeavor is to provide schools with an "avenue" into project-based work to engage students.

Healthy Schools Program  
BRONZE Award



# 2011

Sponsored by the Alliance for a Healthier Generations



## VISION IN ACTION

The ASEP Whole Child Award

# 2010

Sponsored by the Association for Supervision and Curriculum Development

## Outreach in Education

Reaching **Over 1500**  
Iowa teachers

Covering **59%** of Iowa  
Counties

### Outreach Counties

Adair  
Adams  
Allamakee  
Blackhawk  
Boone  
Bremer  
Buchanan  
Buena Vista  
Butler  
Calhoun  
Cass  
Cerro Gordo  
Cherokee  
Chickasaw

Clarke  
Clayton  
Dallas  
Decatur  
Delaware  
Dickinson  
Floyd  
Franklin  
Grundy  
Hancock  
Hardin  
Henry  
Howard  
Jasper  
Jefferson

Johnson  
Jones  
Keokuk  
Lee  
Linn  
Lucas  
Madison  
Mahaska  
Marion  
Marshall/Mitchell  
Montgomery  
Muscatine  
Palo Alto  
Polk  
Pottawattamie

Poweshank  
Scott  
Shelby  
Tama  
Union  
Warren  
Wayne  
Webster  
Winnebago  
Winnesheik  
Woodbury  
Worth

## Innovations in Education - Engaging Students

### Community Main Street - MERGE

The advanced speech course was transformed this year to provide students with a real world experience in education. Students worked with Main Street businesses to build professional videos to highlight the business and main street. They learned the following skills through



this interaction: setting up interview/photo times, collaborating with peers and business owners to "tell the story", film direction, framing a photo to communicate, presenting the video to the Main Street Board, editing video and creating voice overs. Business were excited about this collaboration. Videos and an overview of the project can be found at:

<http://www.wix.com/hollyhanna/merge#about-the-project>

### Cedar Falls Public Library

The ninth grade Language Arts class worked with the Cedar Falls Public Library to develop two different promotional brochures to encourage visitors to the public library and to increase members for Friends of the Cedar Falls Public Library. Each group presented their promotional brochures to the Board of the Friends of the Cedar Falls Public Library and solicited feedback to improve the posters for the library. This student engagement and leadership opportunities fully support our commitment to leadership in service and provide students with authentic public feedback of work, an essential ingredient to functioning in a global world.

### Developing a Digital Library of Professional Practice

The Research and Development School is charged with being a spark and training ground for innovative practices. We have begun to develop digital video repository of educational practice. Currently we have short informative spotlights on: surviving in a technology rich environment, seven habits leadership in assemblies, nutrition in action, and fourth grade mathematics anchor lessons. In addition the Illustrative Mathematics Project through the GATES project will be video-taping mathematics classes at the R&D to demonstrate the *STANDARDS IN PRACTICE*. Iowa Public Television taped a middle school Social Studies class that was using technology to allow students to role play an active participant in the Revolutionary War. ASCD also came and video taped our project-based January Term to demonstrate how to engage students in cognitively rich experiences.

It is the PLAN to PARTNER with districts to share their videos and create "virtual learning communities" to support professional educators around the state.

### Student Leadership

Middle School students and High School students developed videos to submit for First Lady Obama's Healthy School Initiatives. These students highlighted our Grassroots Cafe, our school garden and our WHOLE child approach to education. You can find these videos on <http://ireport.cnn.com/docs/DOC-743242>

### Ongoing Research

Transfer of Geospatial Technology  
from Social Studies to Core Areas

UNI Doctoral Dissertation

Identified and Non-identified  
Gifted Students Performance and  
Self-View On Africa Project Work

UNI Doctoral Dissertations

Investigation of Generalizability of  
Direct Behavior

UNI Graduate Study

Young Children's Evaluation of  
Two Storybook Characters: The  
role of a "typical" peer's reason  
for associating with a peer an  
undesirable characteristics

UNI Graduate Study

Making a Difference through  
Connection: The Role of the  
Classroom Teachers

UNI Doctoral Dissertation

The Development of Problem  
Solving in Infants and Toddlers

UNI Faculty Research

Body Mass Index Training and  
Measurement

Department of Health Study

2012

**Subject:** Director evaluation - time sensitive!

**From:** jody.stone@uni.edu

**Date:** 2/10/2012 8:26 AM

**To:** PLS faculty <mpls@uni.edu>

MPLS/NU Faculty,

I have been charged with collecting data on Dr. Countryman's work as our interim director. I have compiled a short survey to gather data on this. The survey is anonymous. The data is needed quickly. Sorry for the short turn around time, but could everyone click on the link below and **complete the survey BEFORE next Tues. Feb. 14?** It should not take you more than 10 minutes. The survey should be completed by every PreK-12 teacher.

Thanks much,

Jody

<https://www.surveymonkey.com/s/VSTT9NF>



**Subject:** Re: Director evaluation - time sensitive!  
**From:** "Dwight C. Watson" <dwight.watson@uni.edu>  
**Date:** 2/10/2012 9:07 AM  
**To:** "jody.stone@uni.edu" <jody.stone@uni.edu>

Thanks for doing this.

Sent from my iPad

On Feb 10, 2012, at 8:26 AM, [jody.stone@uni.edu](mailto:jody.stone@uni.edu) wrote:

MPLS/NU Faculty,

I have been charged with collecting data on Dr. Countryman's work as our interim director. I have compiled a short survey to gather data on this. The survey is anonymous. The data is needed quickly. Sorry for the short turn around time, but could everyone click on the link below and **complete the survey BEFORE next Tues. Feb. 14?** It should not take you more than 10 minutes. The survey should be completed by every PreK-12 teacher.

Thanks much,  
Jody

<https://www.surveymonkey.com/s/VSTT9NF>

**Subject:** Fwd: Price Lab transforming to Iowa's R & D Update  
**From:** "Lyn Countryman, Ph.D., NBCT" <lyn.countryman@uni.edu>  
**Date:** 2/10/2012 10:27 AM  
**To:** PLS High School <PLSHS@uni.edu>, "plselem@uni.edu plselem@uni.edu" <PLSELEM@uni.edu>, Middle school school <PLSMID@uni.edu>

Dear Faculty,  
This message is going out to our wider public.  
lyn

Begin forwarded message:

As an update on the progress we have made on our Strategic Plan Goals for the Research and Development School, I am attaching a handout that and our outreach to the state. If you have any questions feel free to ask.

— Untitled attachment 00512.htm —

Lyn Countryman, Ph.D.  
Interim Director  
Malcolm Price Lab School transforming into - Iowa's Research and Development School  
University of Northern Iowa  
Cedar Falls, Iowa 50613  
124A  
319-273-2614  
*Inspiring Innovation in Education*

*The University of Northern Iowa provides transformative learning experiences that inspire students to embrace challenge, engage in critical inquiry and creative thought, and contribute to society.*

**UNI Mission**

— Attachments: —

2011Initiatives.pdf	2.8 MB
Untitled attachment 00512.htm	17.8 KB

IN EDUCATION

# INSPIRING Innovation

## Innovation and Research



### Malcolm Price Lab School transforming to Iowa's Research & Development School

#### ONE TO ONE Research

Which computer platform, iPad or MacBook is best suited for learning in various disciplines? What are the advantages and disadvantages of each? Preliminary data & findings on these questions will be available March 2012.

#### The LEADER in ME Initiative

The effectiveness of systemically implementing the Seven Habits preK-12 in a school is being investigated. Student-engagement, academic achievement and affective gains are being measured.

#### Competency-Based Education Initiative

Waivers have been registered with the Iowa Department of Education to implement this FY13. Competency-based grading is underway in language arts and mathematics.

#### Challenge-based Initiative (project-based)

To investigate the potential of challenge-based education the R & D school has been implementing a January term and a May term for the past three years in which students have engaged in challenge-based (project-based) education.



The purpose of this endeavor is to provide schools with an "avenue" into project-based work to engage students.

Healthy Schools Program  
BRONZE Award



# 2011

Sponsored by the Alliance for a Healthier Generations

**VISION  
IN ACTION**  
The ASCD Whole Child Award

# 2010

Sponsored by the Association for Supervision and Curriculum Development

## Outreach in Education

Reaching **Over 1500**  
Iowa teachers

Covering **59%** of Iowa  
Counties

### Outreach Counties

Adair  
Adams  
Allamakee  
Blackhawk  
Boone  
Bremer  
Buchanan  
Buena Vista  
Butler  
Calhoun  
Cass  
Cerro Gordo  
Cherokee  
Chickasaw

Clarke  
Clayton  
Dallas  
Decatur  
Delaware  
Dickinson  
Floyd  
Franklin  
Grundy  
Hancock  
Hardin  
Henry  
Howard  
Jasper  
Jefferson

Johnson  
Jones  
Keokuk  
Lee  
Linn  
Lucas  
Madison  
Mahaska  
Marion  
Marshall/Mitchell  
Montgomery  
Muscatine  
Palo Alto  
Polk  
Pottawattamie

Poweshiek  
Scott  
Shelby  
Tama  
Union  
Warren  
Wayne  
Webster  
Winnebago  
Winnesheik  
Woodbury  
Worth

## Innovations in Education - Engaging Students

### Community Main Street - MERGE

The advanced speech course was transformed this year to provide students with a real world experience in education. Students worked with Main Street businesses to build professional videos to highlight the business and main street. They learned the following skills through



this interaction: setting up interview/photo times, collaborating with peers and business owners to "tell the story", film direction, framing a photo to communicate, presenting the video to the Main Street Board, editing video and creating voice overs. Business were excited about this collaboration. Videos and an overview of the project can be found at:

<http://www.wix.com/hollyhanna/mERGE#about-the-project>

### Cedar Falls Public Library

The ninth grade Language Arts class worked with the Cedar Falls Public Library to develop two different promotional brochures to encourage visitors to the public library and to increase members for Friends of the Cedar Falls Public Library. Each group presented their promotional brochures to the Board of the Friends of the Cedar Falls Public Library and solicited feedback to improve the posters for the library. This student engagement and leadership opportunities fully support our commitment to leadership in service and provide students with authentic public feedback of work, an essential ingredient to functioning in a global world.

### Developing a Digital Library of Professional Practice

The Research and Development School is charged with being a spark and training ground for innovative practices. We have begun to develop digital video repository of educational practice. Currently we have short informative spotlights on: surviving in a technology rich environment, seven habits leadership in assemblies, nutrition in action, and fourth grade mathematics anchor lessons. In addition the Illustrative Mathematics Project through the GATES project will be video-taping mathematics classes at the R&D to demonstrate the **STANDARDS IN PRACTICE**. Iowa Public Television taped a middle school Social Studies class that was using technology to allow students to role play an active participant in the Revolutionary War. ASCD also came and video taped our project-based January Term to demonstrate how to engage students in cognitively rich experiences.

It is the **PLAN** to **PARTNER** with districts to share their videos and create "virtual learning communities" to support professional educators around the state.

### Student Leadership

Middle School students and High School students developed videos to submit for First Lady Obama's Healthy School Initiatives. These students highlighted our Grassroots Cafe, our school garden and our **WHOLE** child approach to education. You can find these videos on <http://ireport.cnn.com/docs/DOC-743242>

## Ongoing Research

Transfer of Geospatial Technology  
from Social Studies to Core Areas  
UNI Doctoral Dissertation

Identified and Non-identified  
Gifted Students Performance and  
Self View On Africa Project Work  
UNI Doctoral Dissertations

Investigation of Generalizability of  
Direct Behavior  
UNI Graduate Study

Young Children's Evaluation of  
Two Storybook Characters: The  
role of a "typical" peer's reason  
for associating with a peer on  
undesirable characteristics  
UNI Graduate Study

Making a Difference through  
Connection: The Role of the  
Classroom Teachers  
UNI Doctoral Dissertation

The Development of Problem  
Solving in Infants and Toddlers  
UNI Faculty Research

Body Mass Index Training and  
Measurement  
Department of Health Study

2012

**Subject:** Another school wanting to partner  
**From:** "Lyn Countryman, Ph.D., NBCT" <lyn.countryman@uni.edu>  
**Date:** 2/10/2012 3:06 PM  
**To:** "Dr. Dwight C. Watson" <dwright.watson@uni.edu>, Gloria Gibson <gloria.gibson@uni.edu>, Ben Allen <ben.allen@uni.edu>, Nadene Davidson <Nadene.Davidson@uni.edu>

Dear Leadership Team,  
This is another School that wants to partner with Malcolm Price Lab School transforming to Iowa's Research and Development School.  
We have been contacted by Bettendorff High School and they are coming to visit in February and are very interested in partnering.  
lyn

Begin forwarded message:

**From:** "Riley, Jason" <[jriley@eastunionschools.org](mailto:jriley@eastunionschools.org)>  
**Subject:** Internet verification  
**Date:** February 10, 2012 11:47:55 AM CST  
**To:** [lyn.countryman@uni.edu](mailto:lyn.countryman@uni.edu)

Lyn,  
This is the information you asked for yesterday at the Leadership meeting. I pulled this from the directions I provide kids when they have to make travel guides. Much of the information will be found on the page itself, but some sites don't make the information available. I have my students use the website [easywhois.com](http://easywhois.com) in order to find the information they don't easily find. Many websites information is provided on that site. It becomes a pain for some of them, but I think it is important for them to become critical consumers of information and not just trust the sites at face value. If they can't find the information we need we always have that discussion about whether or not we want to trust what they say.  
Also, I am intrigued by how you teach without the use of textbooks. We recently became a 1:1 laptop school and we are trying to find ways to become less reliant on the textbooks. When I mentioned this to the science teachers in my building they were interested to see how you do it. Would it be possible to have some of our teachers come and observe your teaching methods? It seems by listening to you yesterday, you have accomplished at your school what we are hoping to accomplish here. We would love to come see how you use the laptops. When I mentioned this to my Superintendent Dr. Vogel, she mentioned that she was at meeting with Dr. Dwight Watson and he mentioned that he was looking for partnering schools so was in favor of trying to set up a time to come and see what you do.

Thanks,  
Jason

--

Jason Riley  
East Union Community Schools  
1916 High School Drive  
Afton, IA 50830  
(641)347-8421  
[jriley@eastunionschools.org](mailto:jriley@eastunionschools.org)

— Untitled attachment 00333.htm —

Lyn Countryman, Ph.D.  
Interim Director  
Malcolm Price Lab School transforming into - Iowa's Research and Development School  
University of Northern Iowa  
Cedar Falls, Iowa 50613  
124A  
319-273-2614  
*Inspiring Innovation in Education*

*The University of Northern Iowa provides transformative learning experiences that inspire students to embrace challenge, engage in critical inquiry and creative thought, and contribute to society.*

UNI Mission

— Attachments: —

website usage criteria.doc	25.0 KB
Untitled attachment 00333.htm	17.3 KB

**Subject:** Fwd: United Faculty Information Letter: Article 5 layoffs  
**From:** Bill Callahan <bill.callahan@uni.edu>  
**Date:** 2/10/2012 7:14 PM  
**To:** "Dwight C. Watson" <dwright.watson@uni.edu>

William Callahan

Begin forwarded message:

**Resent-From:** Nick Frerichs <[nick.frerichs@uni.edu](mailto:nick.frerichs@uni.edu)>  
**From:** Mary Desoto <[cathy.desoto@uni.edu](mailto:cathy.desoto@uni.edu)>  
**Date:** February 10, 2012 5:20:17 PM CST  
**Resent-To:** [hrrs-uf-non-ten@uni.edu](mailto:hrrs-uf-non-ten@uni.edu), [HRS-UF-Ten@uni.edu](mailto:HRS-UF-Ten@uni.edu)  
**To:** Mary Desoto <[cathy.desoto@uni.edu](mailto:cathy.desoto@uni.edu)>  
**Subject:** United Faculty Information Letter: Article 5 layoffs

Dear Colleagues,

Today, members of United Faculty met for a second time with members of the UNI administration and with representatives of the Board of Regents to discuss how "Program Areas" are to be defined under Article 5 of the Master Agreement (<http://www.uni.edu/vpaa/11-13facultycontract/5.shtml>). Though the UNI administration (following appropriate curricular procedures) may make decisions regarding the make up and/or continuation of different departments, sequences, etc., they are required under the Master Agreement to meet with United Faculty if they wish to make faculty layoffs as part of any such curricular restructuring.

Considering the great flexibility that the administration has in the hiring, transferring and general coordination of faculty, we feel that it is an admission of failure by the administration to resort to layoffs. Nevertheless, we are meeting with them in a good faith effort to develop a definition of "Program Areas" that transparently and fairly represents the work of faculty and will protect faculty from an arbitrary or vindictive staff reduction procedure.

At a meeting on January 20, the administration put forward a proposed

definition of program area as follows (with a later alteration removing "endorsement" and "middle"):

A program area is a cohesive group of courses that leads to an academic designation such as a major, minor, endorsement, certificate or emphasis. At Price Lab School, a program is defined as a grouping of grades recognized as an educational unit: elementary (K-6), middle or high school (7-12).

For a variety of reasons, which we shared with the administration today, we find this not to be a reasonable definition of an Article 5 Program Area. In brief, such a definition, based on student academic designations, ignores the nature of faculty employment at UNI, which typically involves work in several majors, minors, certificates or emphases. Furthermore, it creates the possibility for abuse by leaving faculty vulnerable to arbitrary or vindictive assignment to targeted pseudo-programs, resulting in layoffs.

At today's meeting, United Faculty offered the following definition instead: A "program area," for the purposes of Article Five layoffs, refers to academic departments, the Liberal Arts Core categories, the Teacher Education Program (for teacher preparation), and Price Lab School elementary and secondary grade-level designations. A faculty member who teaches in more than one program area should officially be assigned to all those program areas.

We believe that our definition more accurately represents the nature of faculty employment at UNI, as grounded in documents such as appointment letters. This definition also ensures that the administration has great flexibility in how academic designations are organized.

United Faculty, in accordance with Article 5 of the Master Agreement, continues to meet with the administration in hopes of reaching an agreement as to a reasonable definition of Program Area.

At the same time, we are well aware of the devastating impact that staff reductions could have on individual faculty members, and we are making every effort to work against such an outcome. Many faculty members have contacted us to express their concern and dismay over this and other recent administrative actions. We encourage all faculty to be aware of the protections provided by Article 5 and by the rest of the Master Agreement. We will continue to inform faculty as to the developments of these discussions.



In Solidarity,

Betty DeBerg

Cathy DeSoto

Jeff Elbert

Jim O'Loughlin

Catherine Palcveski

A. Gerald Smith

Katherine VanWormer

**Subject:** Fwd: United Faculty Information Letter: Article 5 layoffs

**From:** "Dwight C. Watson" <dwight.watson@uni.edu>

**Date:** 2/11/2012 7:45 AM

**To:** Gloria Gibson <gloria.gibson@uni.edu>, Virginia Arthur <virginia.arthur@uni.edu>

This was sent to me by a faculty member. I know PLS teachers will appeal to the Department of Teaching.

Dear Colleagues,

Today, members of United Faculty met for a second time with members of the UNI administration and with representatives of the Board of Regents to discuss how "Program Areas" are to be defined under Article 5 of the Master Agreement

(<http://www.uni.edu/vpaa/11-13facultycontract/5.shtml>). Though the UNI administration (following appropriate curricular procedures) may make decisions regarding the make up and/or continuation of different departments, sequences, etc., they are required under the Master Agreement to meet with United Faculty if they wish to make faculty layoffs as part of any such curricular restructuring.

Considering the great flexibility that the administration has in the hiring, transferring and general coordination of faculty, we feel that it is an admission of failure by the administration to resort to layoffs. Nevertheless, we are meeting with them in a good faith effort to develop a definition of "Program Areas" that transparently and fairly represents the work of faculty and will protect faculty from an arbitrary or vindictive staff reduction procedure.

At a meeting on January 20, the administration put forward a proposed definition of program area as follows (with a later alteration removing "endorsement" and "middle"):

A program area is a cohesive group of courses that leads to an academic designation such as a major, minor, endorsement, certificate or emphasis. At Price lab School, a program is defined as a grouping of grades recognized as an educational unit: elementary (K-6), middle or high school (7-12).

For a variety of reasons, which we shared with the administration today, we find this not to be a reasonable definition of an Article 5 Program Area. In brief, such a definition, based on student academic

designations, ignores the nature of faculty employment at UNI, which typically involves work in several majors, minors, certificates or emphases. Furthermore, it creates the possibility for abuse by leaving faculty vulnerable to arbitrary or vindictive assignment to targeted pseudo-programs, resulting in layoffs.

At today's meeting, United Faculty offered the following definition instead: A "program area," for the purposes of Article Five layoffs, refers to academic departments, the Liberal Arts Core categories, the Teacher Education Program (for teacher preparation), and Price Lab School elementary and secondary grade-level designations. A faculty member who teaches in more than one program area should officially be assigned to all those program areas.

We believe that our definition more accurately represents the nature of faculty employment at UNI, as grounded in documents such as appointment letters. This definition also ensures that the administration has great flexibility in how academic designations are organized.

United Faculty, in accordance with Article 5 of the Master Agreement, continues to meet with the administration in hopes of reaching an agreement as to a reasonable definition of Program Area.

At the same time, we are well aware of the devastating impact that staff reductions could have on individual faculty members, and we are making every effort to work against such an outcome. Many faculty members have contacted us to express their concern and dismay over this and other recent administrative actions. We encourage all faculty to be aware of the protections provided by Article 5 and by the rest of the Master Agreement. We will continue to inform faculty as to the developments of these discussions.

In Solidarity,

Betty DeBerg  
Cathy DeSoto  
Jeff Elbert  
Jim O'Loughlin  
Catherine Palcweski  
A. Gerald Smith  
Katherine VanWormer

**Subject:** Re: United Faculty Information Letter: Article 5 layoffs

**From:** "virginia.arthur@uni.edu" <virginia.arthur@uni.edu>

**Date:** 2/11/2012 12:24 PM

**To:** "Dwight C. Watson" <dwright.watson@uni.edu>, "Gloria Gibson" <gloria.gibson@uni.edu>

Dwight,

Thank you so much for sending this along. My hope is that a firm decision on actions we are going to take will be made soon. It is the uncertainty about our direction that makes our path so difficult.

Ginny

Sent from my HTC on the Now Network from Sprint!

----- Reply message -----

**From:** "Dwight C. Watson" <dwright.watson@uni.edu>

**Date:** Sat, Feb 11, 2012 7:45 am

**Subject:** United Faculty Information Letter: Article 5 layoffs

**To:** "Gloria Gibson" <gloria.gibson@uni.edu>, "Virginia Arthur" <virginia.arthur@uni.edu>

This was sent to me by a faculty member. I know PLS teachers will appeal to the Department of Teaching.

Dear Colleagues,

Today, members of United Faculty met for a second time with members of the UNI administration and with representatives of the Board of Regents to discuss how "Program Areas" are to be defined under Article 5 of the Master Agreement

(<http://www.uni.edu/vpaa/11-13facultycontract/5.shtml>). Though the UNI administration (following appropriate curricular procedures) may make decisions regarding the make up and/or continuation of different departments, sequences, etc., they are required under the Master Agreement to meet with United Faculty if they wish to make faculty layoffs as part of any such curricular restructuring.

Considering the great flexibility that the administration has in the hiring, transferring and general coordination of faculty, we feel that it is an admission of failure by the administration to resort to layoffs. Nevertheless, we are meeting with them in a good faith effort to develop a definition of "Program Areas" that transparently and fairly represents the work of faculty and will protect faculty

from an arbitrary or vindictive staff reduction procedure.

At a meeting on January 20, the administration put forward a proposed definition of program area as follows (with a later alteration removing "endorsement" and "middle"):

A program area is a cohesive group of courses that leads to an academic designation such as a major, minor, endorsement, certificate or emphasis. At Price lab School, a program is defined as a grouping of grades recognized as an educational unit: elementary (K-6), middle or high school (7-12).

For a variety of reasons, which we shared with the administration today, we find this not to be a reasonable definition of an Article 5 Program Area. In brief, such a definition, based on student academic designations, ignores the nature of faculty employment at UNI, which typically involves work in several majors, minors, certificates or emphases. Furthermore, it creates the possibility for abuse by leaving faculty vulnerable to arbitrary or vindictive assignment to targeted pseudo-programs, resulting in layoffs.

At today's meeting, United Faculty offered the following definition instead: A "program area," for the purposes of Article Five layoffs, refers to academic departments, the Liberal Arts Core categories, the Teacher Education Program (for teacher preparation), and Price Lab School elementary and secondary grade-level designations. A faculty member who teaches in more than one program area should officially be assigned to all those program areas.

We believe that our definition more accurately represents the nature of faculty employment at UNI, as grounded in documents such as appointment letters. This definition also ensures that the administration has great flexibility in how academic designations are organized.

United Faculty, in accordance with Article 5 of the Master Agreement, continues to meet with the administration in hopes of reaching an agreement as to a reasonable definition of Program Area.

At the same time, we are well aware of the devastating impact that staff reductions could have on individual faculty members, and we are making every effort to work against such an outcome. Many faculty members have contacted us to express their concern and dismay over this and other recent administrative actions. We encourage all

faculty to be aware of the protections provided by Article 5 and by the rest of the Master Agreement. We will continue to inform faculty as to the developments of these discussions.

In Solidarity,

Betty DeBerg  
Cathy DeSoto  
Jeff Elbert  
Jim O'Loughlin  
Catherine Palcweski  
A. Gerald Smith  
Katherine VanWormer

IN EDUCATION

# INSPIRING Innovation

## Innovation and Research



### Malcolm Price Lab School transforming to Iowa's Research & Development School

#### ONE TO ONE Research

Which computer platform, iPad or MacBook is best suited for learning in various disciplines? What are the advantages and disadvantages of each? Preliminary data & findings on these questions will be available March 2012.

#### The LEADER in ME Initiative

The effectiveness of systemically implementing the Seven Habits preK-12 in a school is being investigated. Student-engagement, academic achievement and affective gains are being measured.

#### Competency-Based Education Initiative

Waivers have been registered with the Iowa Department of Education to implement this FY13. Competency-based grading is underway in language arts and mathematics.

#### Challenge-based Initiative (project-based)

To investigate the potential of challenge-based education the R & D school has been implementing a January term and a May term for the past three years in which students have engaged in challenge-based (project-based) education.



The purpose of this endeavor is to provide schools with an "avenue" into project-based work to engage students.

Healthy Schools Program  
BRONZE Award



# 2011

Sponsored by the Alliance for a Healthier Generation

**VISION  
IN ACTION**  
The ASCD Whole Child Award

# 2010

Sponsored by the Association for Supervision and Curriculum Development

## Outreach in Education

Reaching **Over 1500**  
Iowa teachers

Covering **59%** of Iowa  
Counties

### Outreach Counties

Adair  
Adams  
Allamakee  
Blackhawk  
Boone  
Bremer  
Buchanan  
Buena Vista  
Butler  
Calhoun  
Cass  
Cerro Gordo  
Cherokee  
Chickasaw

Clarke  
Clayton  
Dallas  
Decatur  
Delaware  
Dickinson  
Floyd  
Franklin  
Grundy  
Hancock  
Hardin  
Henry  
Howard  
Jasper  
Jefferson

Johnson  
Jones  
Keokuk  
Lee  
Linn  
Lucas  
Madison  
Mahaska  
Marion  
Marshall/Mitchell  
Montgomery  
Muscatine  
Palo Alto  
Polk  
Pottawattamie

Poweshiek  
Scott  
Shelby  
Tama  
Union  
Warren  
Wayne  
Webster  
Winnebago  
Winneshek  
Woodbury  
Worth

## Innovations in Education - Engaging Students

### Community Main Street - MERGE

The advanced speech course was transformed this year to provide students with a real world experience in education. Students worked with Main Street businesses to build professional videos to highlight the business and main street. They learned the following skills through



this interaction: setting up interview/photo times, collaborating with peers and business owners to "tell the story", film direction, framing a photo to communicate, presenting the video to the Main Street Board, editing video and creating voice overs. Business were excited about this collaboration. Videos and an overview of the project can be found at:

<http://www.wix.com/hollyhanna/merge#!about-the-project>

### Cedar Falls Public Library

The ninth grade Language Arts class worked with the Cedar Falls Public Library to develop two different promotional brochures to encourage visitors to the public library and to increase members for Friends of the Cedar Falls Public Library. Each group presented their promotional brochures to the Board of the Friends of the Cedar Falls Public Library and solicited feedback to improve the posters for the library. This student engagement and leadership opportunities fully support our commitment to leadership in service and provide students with authentic public feedback of work, an essential ingredient to functioning in a global world.

### Developing a Digital Library of Professional Practice

The Research and Development School is charged with being a spark and training ground for innovative practices. We have begun to develop digital video repository of educational practice. Currently we have short informative spotlights on: surviving in a technology rich environment, seven habits leadership in assemblies, nutrition in action, and fourth grade mathematics anchor lessons. In addition the Illustrative Mathematics Project through the GATES project will be video-taping mathematics classes at the R&D to demonstrate the **STANDARDS IN PRACTICE**. Iowa Public Television taped a middle school Social Studies class that was using technology to allow students to role play an active participant in the Revolutionary War. ASCD also came and video taped our project-based January Term to demonstrate how to engage students in cognitively rich experiences.

It is the PLAN to PARTNER with districts to share their videos and create "virtual learning communities" to support professional educators around the state.

### Student Leadership

Middle School students and High School students developed videos to submit for First Lady Obama's Healthy School Initiatives. These students highlighted our *Grassroots Cafe*, our school garden and our **WHOLE** child approach to education. You can find these videos on <http://ireport.cnn.com/docs/DOC-743242>

## Ongoing Research

Transfer of Geospatial Technology  
from Social Studies to Core Areas  
UNI Doctoral Dissertation

Identified and Non-identified  
Gifted Students Performance and  
Self View On Africa Project Work  
UNI Doctoral Dissertations

Investigation of Generalizability of  
Direct Behavior  
UNI Graduate Study

Young Children's Evaluation of  
Two Storybook Characters: The  
role of a "typical" peer's reason  
for associating with a peer on  
undesirable characteristics  
UNI Graduate Study

Making a Difference through  
Connection: The Role of the  
Classroom Teachers  
UNI Doctoral Dissertation

The Development of Problem  
Solving in Infants and Toddlers  
UNI Faculty Research

Body Mass Index Training and  
Measurement  
Department of Health Study

# 2012



**Subject:** A Message from UNI President Ben Allen  
**From:** ben-allen@uni-mail.org  
**Date:** 2/16/2012 5:23 PM  
**To:** dwight.watson@uni.edu

**Office of the President - University of Northern Iowa**

February 16, 2012

As I shared with you last month, the higher education landscape has changed dramatically, both in Iowa and throughout the nation. Changes have been made during the past few years to prepare us for the future in these challenging times. Unfortunately, those changes were not enough. We continue to need to make strategic budget decisions by reallocating and aligning resources to support our core mission and values.

Academic and non-academic programs, support services, and outsourcing opportunities are being reviewed. Malcolm Price Lab School, the UNI Museum, Panther Athletics and UNI Print Services are included in this review. We will announce academic program mergers and closures. The academic programs are those with low enrollment and few graduates. Students enrolled in those programs will be allowed to finish their programs.

We will continue to work with the Board of Regents, State of Iowa, and consult with applicable stakeholders, to make changes now to ensure the educational experience we want for every student exists in the future. We believe these decisions will result in an institution that retains and builds on its historic strengths, while aligning us for future success in a challenging and competitive education environment.

As leaders in higher education, we have a responsibility to our students, their parents and taxpayers of Iowa to maintain our excellent academic reputation, enhance access and affordability, and prepare for the future. In times like these, we must define our future before circumstances dictate it for us.

Sincerely,

Ben Allen

Office of the President  
20 Seerley Hall  
University of Northern Iowa  
Cedar Falls, IA 50614

**Subject:** Fwd: A Message from UNI President Ben Allen  
**From:** James Stichter <jim.stichter@uni.edu>  
**Date:** 2/16/2012 7:34 PM  
**To:** plspublic@uni.edu

A Message from UNI President Ben Allen

----- Forwarded message -----

**From:** "Aaron Spurr" <aaron.spurr@uni.edu>  
**Date:** Feb 16, 2012 7:26 PM  
**Subject:** A Message from UNI President Ben Allen  
**To:** "Jim Stichter" <jim.stichter@uni.edu>

Office of the President - University of Northern Iowa  
February 16, 2012

The higher education landscape has changed dramatically, both in Iowa and throughout the nation. As leaders in higher education, we have a responsibility to our students, their parents and taxpayers of Iowa to maintain our excellent academic reputation, enhance access and affordability, and prepare for the future. In times like these, we must define our future before circumstances dictate it for us.

Changes have been made during the past few years to prepare us for the future. Unfortunately, those changes were not enough. We continue to need to make strategic budget decisions by reallocating and aligning resources to support our core mission and values.

Academic and non-academic programs, support services, and outsourcing opportunities are being reviewed. Malcolm Price Lab School, the UNI Museum, Panther Athletics and UNI Print Services are included in this review. We will announce academic program mergers and closures. The academic programs are those with low enrollment and few graduates. Students enrolled in those programs will be allowed to finish their programs.

We are working with the Board of Regents, State of Iowa, and consulting with applicable stakeholders, to make changes now to ensure the educational experience we want for every student exists in the future. Making difficult decisions today will help ensure that we continue our tradition of excellence. We believe these decisions will result in an institution that retains and builds

on its historic strengths, while aligning us for future success in a challenging and competitive education environment.

Thank you for your confidence and support.

Sincerely,

Ben Allen

Office of the President  
20 Seerley Hall  
University of Northern Iowa  
Cedar Falls, IA 50614

**Subject:** Fwd: PDS and Lab School

**From:** "Lyn Countryman, Ph.D., NBCT" <lyn.countryman@uni.edu>

**Date:** 2/17/2012 8:13 AM

**To:** "plselem@uni.edu plselem@uni.edu" <PLSELEM@uni.edu>, Middle school school <PLSMID@uni.edu>, PLS High School <PLSHS@uni.edu>

Begin forwarded message:

**From:** Becky Hawbaker <[becky.hawbaker@uni.edu](mailto:becky.hawbaker@uni.edu)>

**Subject:** PDS and Lab School

**Date:** February 16, 2012 8:41:30 PM CST

**To:** [ben.allen@uni.edu](mailto:ben.allen@uni.edu), Gloria Gibson <[gloria.gibson@uni.edu](mailto:gloria.gibson@uni.edu)>, "Dr. Dwight C. Watson" <[dwight.watson@uni.edu](mailto:dwight.watson@uni.edu)>

**Cc:** Lyn Countryman <[Lyn.Countryman@uni.edu](mailto:Lyn.Countryman@uni.edu)>, Nadene Davidson <[nadene.davidson@uni.edu](mailto:nadene.davidson@uni.edu)>, "Melissa L. Heston" <[Melissa.Heston@uni.edu](mailto:Melissa.Heston@uni.edu)>, Cherin Lee <[Cherin.Lee@UNI.edu](mailto:Cherin.Lee@UNI.edu)>

I was shocked and dismayed to read on the online edition of the Courier that UNI is considering elimination of all or part of Price Lab School and replacing it with virtual and distributed partnerships with other schools and districts.

For the last five+ years, I have worked tirelessly to establish a strong Professional Development School partnership with the Cedar Falls and Waterloo School Districts, and we have built a great model that I am proud of. However, it is my strong opinion that this model cannot replace what Price Lab School provides to our teacher education program, let alone what they provide to the state, nation, and world in outreach, professional development, and research. If UNI expects to be premier, I believe we must have BOTH a strong PDS network AND a strong R&D/lab school.

I certainly hope that you are well aware of the following:

- The UNI PDS with Cedar Falls and Waterloo has made great strides, including the signing of the Articulation Agreement and cost sharing the compensation for the teachers who serve as our Site Coordinators, HOWEVER, we have NOT taken this model to scale at ANY level of

our teacher education program. We are closest at Level 1, where about 50% of the 300-400 Level 1 students benefit from PDS supervision of their experience. We do not have, nor have been asked to develop, any models to replace Price Lab School. Our PDS Site Coordinators have not been asked to recruit anywhere near the capacity required to replace Price Lab, and fall short in a number of areas as is.

- Price Lab School provides placements for 600+ Level 2 field experience placements each year, plus miscellaneous placements and experiences for 50+ other UNI courses that total more than 20,000 student contact hours per year. (I was asked for the list of these courses and experiences in the fall, so I assume you have these, let me know if you need them again). The UNI PDS has experimented with a model that placed a small number (about 40) Level 2 students in other schools. We found that this model required hiring a university supervisor to provide the the extensive mentoring needed to assist the student in completing the Level 2 Teacher Work Sample and that it was very difficult to find sufficient supervisors to meet demand. Among my current cadre of retired teachers who serve as PDS Supervisors, only ONE of them is willing to do Level 2 supervision because it is too demanding.

- As the person responsible for making the Level 1 (Level 2) and elementary/middle Level 3 placements in area schools, I can personally attest to the high degree of stress and difficulty in finding enough willing, qualified, and competent mentor teachers for current demand WITH significant current contributions from Price Lab. UNI Secondary Methods faculty report ongoing difficulties as well in a number of areas. I believe it is impossible to maintain quality placements for UNI teacher education students without Price Lab School.

- The support and active involvement of Price Lab School faculty, who clearly understood both the demands of K12 teaching and the need for quality mentoring of preservice teachers built and sustained the UNI PDS. They piloted and helped us build the supervision model for Level 1 and non-PLS Level 2. They created the curriculum for the Mentoring

Preservice Teachers courses we offer as low-cost graduate credits through Continuing Ed. They have served as small group discussion leaders for the Level 1 field experience students to add an additional layer of mentoring. They have been an engine of innovation in mentoring practices that I communicate out to our partner schools for the benefit of all. Future improvements to our PDS model depend on future innovations by Price Lab teachers.

- In potentially closing Price Lab, UNI loses all state-foundation aid funding that would have otherwise been generated by educating K-12 students. Price Lab was on track to grow by more than 50 students prior to this announcement, above last year's total. Lessons from 2002 tell us that we will lose more than a 1/3 of total students and all new students with uncertainty from UNI, only now that translates directly into dollars.

I stand ready to advise and assist you and I urge you to recalculate your announced decision regarding Price Lab School in light of its impact on UNI teacher education.

Becky Wilson Hawbaker  
Director of the Professional Development School (PDS)  
Coordinator of Field Experiences  
Coordinator of Teacher Education Initiatives at Price Lab School  
University of Northern Iowa  
office (319) 273-7664  
fax (319) 273-6457

Lyn Countryman, Ph.D.  
Interim Director  
Malcolm Price Lab School transforming into - Iowa's Research and Development School  
University of Northern Iowa  
Cedar Falls, Iowa 50613  
124A  
319-273-2614  
*Inspiring Innovation in Education*

*The University of Northern Iowa provides transformative learning experiences that inspire students to embrace challenge, engage in critical inquiry and creative thought, and contribute to society.*

**UNI Mission**



**Subject:** The Facts

**From:** "Lyn Countryman, Ph.D., NBCT" <lyn.countryman@uni.edu>

**Date:** 2/17/2012 10:01 AM

**To:** plspublic@uni.edu

**Dear PLS Public,**

Knowing that you all have heard the news you probably have some questions.

**Here ARE the FACTS**

How all of us heard about the announcement from the UNI President is the SAME way you did, through the online news articles. No one here has had conversations with the President or Provost about their announcement.

The faculty at MPLS sent a letter to President Allen requesting a conversation about why the **DIRECTOR's search** was not proceeding. (It has been in the Provost's/President's office since the end of August. The Provost's signature is required for a search to be conducted.)

Attached are three attachments

FACT Sheet – enrollment, budget & legislative action

Educational Initiatives for 2011-1012

Informational piece on our Partnership for Comprehensive Literacy

Feel free to use this information in your conversations.

— Untitled attachment 00514.htm

---

— Untitled attachment 00517.htm

---

— Untitled attachment 00520.htm

---

Lyn Countryman, Ph.D.

Interim Director

Malcolm Price Lab School transforming into - Iowa's Research and Development School



University of Northern Iowa  
Cedar Falls, Iowa 50613  
124A  
319-273-2614  
*Inspiring Innovation in Education*

*The University of Northern Iowa provides transformative learning experiences that inspire students to embrace challenge, engage in critical inquiry and creative thought, and contribute to society.*

UNI Mission

— Attachments: —

FACTS2.pdf	63.7 KB
Untitled attachment 00514.htm	188 bytes
2011Initiatives-4.pdf	2.8 MB
Untitled attachment 00517.htm	163 bytes
MPLS Partnership in Comprehensive Literacy.pdf	12.1 MB
Untitled attachment 00520.htm	15.3 KB

**FACTS**  
**Price Lab School**  
identified as  
***Iowa's Research and Development School***

By Iowa Code 256G.2 Section 4

4. "Research and development school" means a prekindergarten through grade twelve research, development, demonstration, and dissemination school using expanded facilities at the center for early development education, also known as the Price laboratory school, in Cedar Falls.

**Enrollment pK-12 for 2011-2012 as of 2/17/12**

Elementary = 143

Secondary = 223

Total = 366

**Anticipated enrollment 2012-2013 pk-12 = 406 students**

**Budget 2011-2012**

UNI General Fund Support	\$3,281,001.00
Per pupil dollars on	\$2,047,284.00
k-12 students Oct 1 = 348 x \$5883	
Special Education Dollars	\$108,986.00
Instructional fees (including pre-K tuition)	<u>\$65,867.00</u>
(Includes PreK tuition, Instrument rental, instruction Materials)	
<b>Total</b>	<b>\$5,503,138.00</b>

**Anticipated Budget 2012-2013**

UNI General Fund Support (8% reduction)	\$3,000,000.00
Per pupil dollars	
K-12 students proposed 386 x 5883	\$2,270,838.00
Special Education Dollars	\$108,986.00
Instructional Fees	<u>\$65,867.00</u>
(Includes PreK tuition, Instrument rental, instruction Materials)	
<b>Total</b>	<b>5,445,691.00</b>

**Building Needs**

**Tuckpointing is main immediate building need - cost** **\$277,170**

Linda Darling-Hammond, a internationally known educator commented on the Malcolm Price Lab School and its R & D mission pointing out that our involvement in teacher training in a model school with master teachers is just what Finland does that is so effective. This helps K-12 students in the State of Iowa because these highly trained teachers stay in the profession longer, impacting more students. Adding the research component provides even a richer resource for Iowa.

**Link to Codes**

**<[http://search.legis.state.ia.us/nxt/gateway.dll/ic/1?f=templates\\$fn=document-frame.htm\\$3.0\\$q=\\$uq=\\$x=\\$up=1](http://search.legis.state.ia.us/nxt/gateway.dll/ic/1?f=templates$fn=document-frame.htm$3.0$q=$uq=$x=$up=1)>.**

**\* chapter 256G, *Research and Development School*;**

**\* chapter 265, *Laboratory Schools*; and**

**\* sections 282.18 (13), (15), and (16), under "Open Enrollment."**

# MALCOLM PRICE LAB TRANSFORMING TO IOWA'S R & D SCHOOL PARTNERSHIP IN COMPREHENSIVE LITERACY



This is Nicki McGowan, our Literacy Coach. She was hired to work through the Richard O. Jacobson Center for Comprehensive Literacy at the University of Northern Iowa.

## Malcolm Price Lab's role as the R & D School in implementing the Partnership in Comprehensive Literacy Model (PCL)

**The role of Malcolm Price Lab (MPLS), as Iowa's R & D School is to be the model school for the UNI Jacobsen Center for**

**Comprehensive Literacy.** As the PCL depends upon visual models for learning, MPLS is a model for other teams to look at as they develop and implement Comprehensive Literacy in their own schools.

The PCL emphasizes several key points:

- Continuous development of teacher expertise through ongoing intensive professional development.
- Continuous collaboration between teachers, and between teachers and administrators.
- A systems approach that integrates assessment, teaching and learning across all grades within a school.

- A powerful Response-to-Intervention (RTI) approach called the **Comprehensive Interventions Model (CIM)**
- Literacy coaching as a key leadership position to guide, facilitate, monitor, and improve the school change process

At Malcolm Price Lab School teachers meet every Wednesday after school for professional development on developing their expertise and their classroom literacy frameworks. One of our early childhood instructors also serves as our Reading Recovery Teachers, an essential ingredient for helping struggling readers. All students K-5 are routinely assessed in their literacy development. One of the most powerful visual data tracking systems is the assessment wall. On this wall a data

card represents every student. Every student is tracked on their literacy development. To see all elementary students move through the data wall each nine weeks, is a powerful motivator for teachers. Teachers assess informally throughout the day, week and year, but never before have we physically tracked all students.

The goals of the Richard O. Jacobson Center for Comprehensive Literacy are: to close the achievement gap between diverse groups, while increasing the literacy proficiency for all, to increase teachers' knowledge and instructional expertise through university supported professional development and to support teacher's collaborative monitoring of student progress and instructional decision-making.

# Ten Features of Design Partnership in Comprehensive Literacy

## Feature 1: A Framework for Literacy

uses a workshop approach for meeting the needs of all the students, including a balance of whole group, small group, and individual conferences within an integrated, inquiry-based curriculum.

## Feature 2: Coach and Mentor

uses a coach to demonstrate the classroom workshop model and mentor teachers as they implement this model in their classroom. Nicki McGowan serves as our literacy coach.

## Feature 3: Model Classroom

are constructivist settings where teacher meet together to apprentice one another in implementing the literacy framework. Our teachers meet weekly after school on Wednesday to work together supporting others in professional learning communities. We current have model classrooms at 1st/2nd grade & 3rd grade.

## Feature 4: High Standards

are based upon state, national, and professional standards that align along the literacy continuum.

## Feature 5: Accountability

includes a K-8, seamless assessment system with multiple measures for evaluating success, including formative and summative assessments, student portfolios, assessment walls, and school reports.

## Feature 6: System Interventions

at K-3 Reading Recovery and small group interventions are the focus, whereas at 4-12 classroom interventions and supplemental group interventions are key.

It has caused me to do a paradigm shift. It has forced me to be more intentional about working for deep comprehension on the part of students. The workshop model allows for differentiation and student ownership of their learning through fostering a reading and writing community.

Julie Creeden - Sixth grade teacher

The professional development with a literacy coach has been priceless in revitalizing our practice. We can celebrate what we've done right in our literature program, and how to build upon this with a new vision and practice.

Amy Lockhardt - Fourth grade teacher

## Feature 7: Collaborative Learning Communities

are embedded into the school climate including literacy team meetings, professional learning teams, peer observations, cluster visits, teacher conferences, demonstration lessons and study teams as well as for teacher collaboration.

## Feature 8: Well-Designed Literacy Plan

is developed and revised for continuous school improvement with both short & long term goals.

## Feature 9: Technology

is used for inquiry-based learning, including electronic discourse, data management & sharing.

## Feature 10: Spotlighting and Advocacy

are techniques for disseminating information on the model.

On the left:  
A picture of our data wall. Each student is identified by a data card. Elementary principal, Jim Stichter and Literacy Coach, Nicki McGowan are shown.

On the right:  
A picture of one of our PCL model teachers, Ms. Mary Guenther and two students in her class.



IN EDUCATION

# INSPIRING Innovation

## Innovation and Research



### Malcolm Price Lab School transforming to Iowa's Research & Development School

#### ONE TO ONE Research

Which computer platform, iPad or MacBook is best suited for learning in various disciplines? What are the advantages and disadvantages of each? Preliminary data & findings on these questions will be available March 2012.

#### The LEADER in ME Initiative

The effectiveness of systemically implementing the Seven Habits preK-12 in a school is being investigated. Student-engagement, academic achievement and affective gains are being measured.

#### Competency-Based Education Initiative

Waivers have been registered with the Iowa Department of Education to implement this FY13. Competency-based grading is underway in language arts and mathematics.

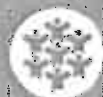
#### Challenge-based Initiative (project-based)

To investigate the potential of challenge-based education the R & D school has been implementing a January term and a May term for the past three years in which students have engaged in challenge-based (project-based) education.



The purpose of this endeavor is to provide schools with an "avenue" into project-based work to engage students.

Healthy Schools Program  
BRONZE Award



2011

Sponsored by the Alliance for a Healthier Generation

VISION  
IN ACTION  
The ASCD Whole Child Award

2010

Sponsored by the Association for Supervision and Curriculum Development

## Outreach in Education

Reaching **Over 1500**

Iowa teachers

Covering **59%** of Iowa  
Counties

### Outreach Counties

Adair  
Adams  
Allamakee  
Blackhawk  
Boone  
Bremer  
Buchanan  
Buena Vista  
Butler  
Calhoun  
Cass  
Cerro Gordo  
Cherokee  
Chickasaw  
Clarke  
Clayton  
Dallas  
Decatur  
Delaware  
Dickinson  
Floyd  
Franklin  
Grundy  
Hancock  
Hardin  
Henry  
Howard  
Jasper  
Jefferson

Johnson  
Jones  
Keokuk  
Lee  
Linn  
Lucas  
Madison  
Mahaska  
Marion  
Marshall/Mitchell  
Montgomery  
Muscatine  
Pala Alto  
Polk  
Pottawattamie

Poweshiek  
Scott  
Shelby  
Tama  
Union  
Warren  
Wayne  
Webster  
Winnebago  
Winneshek  
Woodbury  
Worth

## Innovations in Education - Engaging Students

### Community Main Street - MERGE

The advanced speech course was transformed this year to provide students with a real world experience in education. Students worked with Main Street businesses to build professional videos to highlight the business and main street. They learned the following skills through



this interaction: setting up interview/photo times, collaborating with peers and business owners to "tell the story", film direction, framing a photo to communicate, presenting the video to the Main Street Board, editing video and creating voice overs. Business were excited about this collaboration. Videos and an overview of the project can be found at:

<http://www.wix.com/hollyhanna/merge#about-the-project>

### Improving Achievement through Comprehensive Literacy

Malcolm Price Lab School - Iowa's Research and Development School is identified as an initial model in Partnerships in Comprehensive Literacy, possible through the Jacobsen Center for Comprehensive Literacy. The goals are to close the achievement gap between diverse groups, increase literacy proficiency for all students, increase teacher's knowledge and instructional expertise in literacy and support teacher's collaborative monitoring of student progress and instructional decision-making. This exciting initiative is embraced by K-8 faculty.

### Developing a Digital Library of Professional Practice

The Research and Development School is charged with being a spark and training ground for innovative practices. We have begun to develop digital video repository of educational practice. Currently we have short informative spotlights on: surviving in a technology rich environment, seven habits leadership in assemblies, nutrition in action, and fourth grade mathematics anchor lessons. In addition the Illustrative Mathematics Project through the GATES project will be video-taping mathematics classes at the R&D to demonstrate the **STANDARDS IN PRACTICE**. Iowa Public Television taped a middle school Social Studies class that was using technology to allow students to role play an active participant in the Revolutionary War. ASCD also came and video taped our project-based January Term to demonstrate how to engage students in cognitively rich experiences.

It is the PLAN to PARTNER with districts to share their videos and create "virtual learning communities" to support professional educators around the state.

### Student Leadership

Middle School students and High School students developed videos to submit for First Lady Obama's Healthy School Initiatives. These students highlighted our Grassroots Cafe, our school garden and our WHOLE child approach to education. You can find these videos on <http://ireport.cnn.com/docs/DOC-743242>

At the elementary level students plan and lead all elementary assemblies and have taken leadership roles in the classroom.

## Ongoing Research

Transfer of Geospatial Technology  
from Social Studies to Core Areas  
UNI Doctoral Dissertation

Identified and Non-identified  
Gifted Students' Performance and  
Self View On Africa Project Work  
UNI Doctoral Dissertations

Investigation of Generalizability of  
Direct Behavior  
UNI Graduate Study

Young Children's Evaluation of  
Two Storybook Characters: The  
role of a "typical" peer's reaction  
for associating with a peer on  
undesirable characteristics  
UNI Graduate Study

Making a Difference through  
Connection: The Role of the  
Classroom Teachers  
UNI Doctoral Dissertation

The Development of Problem  
Solving in Infants and Toddlers  
UNI Faculty Research

Body Mass Index Training and  
Measurement  
Department of Health Study

2012

**Subject:** Schindler Feasibility / R&D / COE / Knivslund  
**From:** Rick Knivslund <rick.knivslund@uni.edu>  
**Date:** 2/17/2012 10:07 AM  
**To:** Dwight Watson <dwright.watson@uni.edu>

Dear Dwight,

It's February again. In thinking about the Schindler Feasibility Committee and the R&D school, I started putting some thoughts on paper earlier this week and - after the President's announcement yesterday, I dealt with the stress by writing and organizing my thoughts.

I am having trouble shaking the combined facility concept as the best logical idea and, perhaps in light of yesterday, this is all moot.

However, one of the issues the Lab School (and I think the College of Education ) has had is this "Separatist" vision of "Our Special Little School" or the College of Education as the Lone Citadel of Teacher Education - while being undervalued by other departments and Colleges.

Of course, I am biased, but the Lab School is one of the COE's best assets. I believe we are one of the reasons you took this position. My apologies to you for the seeming lack of support you are getting from above. My thanks for continuing to listen and support us,

Attached and below are my recent thoughts, I hope you are not too flooded with e-mails and I hope you aren't as tired as I am,

Rick Knivslund.

#### R & D School as "Locus" for College of Education

The R & D School will be housed in and operated by the College of Education. C and I will take charge of Curriculum and Instruction, Educational Leadership will handle administration of the school, HPLS would oversee a comprehensive Wellness program, Counseling and Special Education will be charged with running those areas. While the school would still have "in-house" faculty, the numbers and/or roles would change. The R&D School would become the shared project of all directly engaged in Teacher Education and, hopefully, all professors interested in impacting the type of student they would like to see arrive at the University.

#### R & D School as Center for Advanced Study in Teaching

The R & D school and Summer Institute would be the location where motivated early and mid-career teachers would work with faculty mentors from the R&D School, UNI subject area

specialists, and College of Education professors to do advanced pedagogy and curricular work leading to recertification credit and possibly an MA. These future teacher-leaders would “teach as they go” during Summer Sessions or given “leaves of absence” from their contracts to teach at the R&D school, receive credit, and return with new ideas and perspectives to their original schools. A regular influx of new teachers would create energy, state-wide connections, and encourage career long connections to our institution.

Promising High School Juniors and Seniors from underserved populations and districts would be part of a Summer Residential School to begin work on their Education degrees as they finish High School and put on a “fast track” to completion, while being mentored / advised by R&D instructors. Areas where there are teacher shortage areas would be a focus.

#### R & D School Faculty as Academic Advisors / Mentors

R & D faculty would serve as subject area and grade level advisors / mentors to future teacher-educators in the College of Education, following them throughout their college career (and perhaps beyond) helping students to connect and extend their experiences and learning in our irreplaceable classroom context. From our positive student responses mentoring in Level I and, of course, Level II work, our students desire and appreciate this “real world” connection.

#### Education / Teaching Center as Locus for all Teacher Educators

“Methods Teachers” from all teacher certification areas will have collaborative office space at the R & D School / College of Education to assist and consult with curriculum development at the school, connect research and practice, possibly help teach, and to help shared teacher education students find the connections between theory and the classroom.

#### The Scholarship of Teaching : a Culture of Teaching

A “Culture of Teaching” will be sustained by valuing effective teaching as our Most Important mission at UNI. Professors identified by students and peers as exceptionally effective would be rewarded with a variety of possibilities depending on their interests and inclinations: (1) freed from committee work, advising, PAC and other non-teaching duties for a pre-determined period of time, or (2) given intensive Ed Tech support to get a course on-line to broaden their audience (3) release time to disseminate their curriculum approaches / projects / lectures / discussions (4) becoming a Scholarship of Teaching Fellow who would work with other professors to help them become more effective and/or become a subject for study on effective teaching, or 5) a proposal created by the chosen professor.

Rick Knivsland



— Attachments: —

A Culture of Teaching.pages	152 KB
-----------------------------	--------

info. - for Dwight -

**Subject:** info. - for Dwight -  
**From:** Brenda Buzynski <brenda.buzynski@uni.edu>  
**Date:** 2/17/2012 1:34 PM  
**To:** "Dr. Dwight C. Watson" <dwright.watson@uni.edu>, "Gloria.gibson@uni.edu" <Gloria.gibson@uni.edu>, Ben Allen <ben.allen@uni.edu>

Ben, Gloria, and Dwight --

This is the email - with summary of several PLS documents/information.

I anticipate - requests for several meetings for all of you next week.....- Brenda

attachments -

- 1. 2-pg. vision statement
- 2. 13 pg. r&d changes and q&a
- 3. 1 pg. diss. summary re:lab schools and why they can not be sustained
- 4. 1 pg. UofM - lab school
- 5. 1 pg. PLS info. - 1950's building etc.
- 6. 1 pg. Listing of various PLS reports, task forces etc. - date order
- 7. 5 pgs. PLS 2002 - what transpired
- 8. 1 pg. Feb. 10 discussion - options

-- Brenda

--  
Brenda Buzynski Ph.D.  
UNI - Office of the President  
20 Seerley Hall, Cedar Falls, IA 50614-0705  
PH: 319-273-2566 FAX: 319-273-6494  
[Brenda.Buzynski@uni.edu](mailto:Brenda.Buzynski@uni.edu)

The University of Northern Iowa provides transformative learning experiences that inspire students to embrace challenge, engage in critical inquiry and creative thought, and contribute to society.

--Attachments:-----

Visioning RD in future.docx	22.3 KB
r&d.changes.QandA.Feb.2012.docx	41.5 KB
Dissertation Summary 2.16.12.docx	13.3 KB
U of M.doc	25.5 KB
Price Lab Information.doc	25.0 KB
PLS Reports.2-6-12.xlsx	13.2 KB
PLS 2002.2-7-12.xlsx	18.2 KB

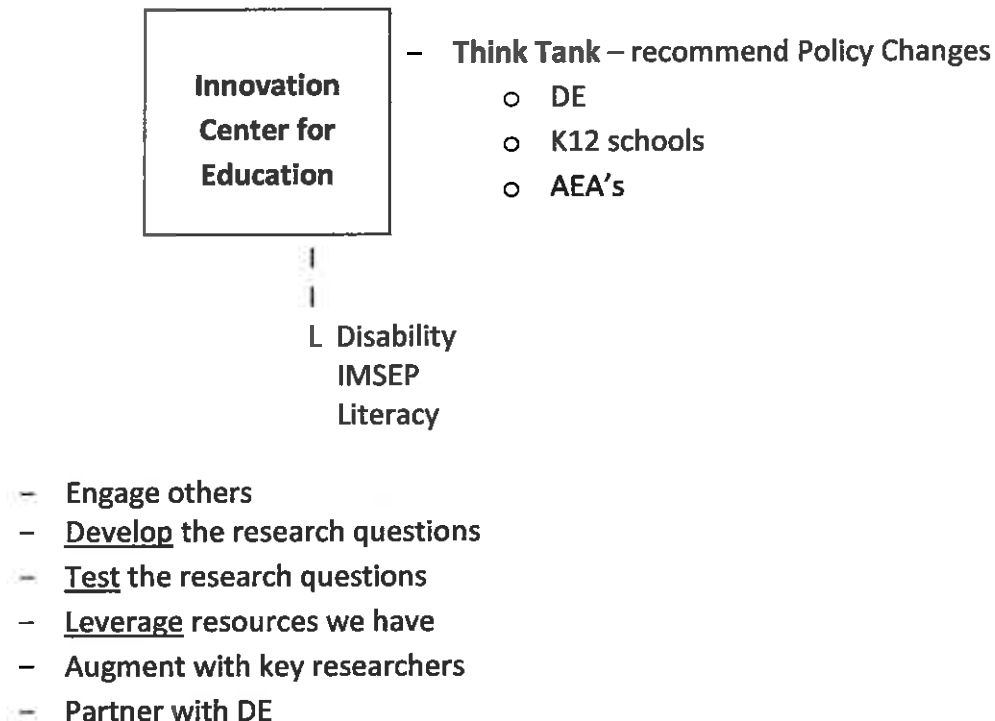
February 10.2012.docx

15.8 KB

**2 Key Components:**

- Partnerships with K-12's throughout the state
- Virtual partnerships/relationships (via research, dissemination, etc...)

At UNI - we have the responsibility to get the best "thinkers" – we need to leverage obtaining the best thinkers – develop research questions – have a Center of INNOVATION and connect to other Centers at UNI and throughout Iowa (disability, IMSEP, etc.)



\*\*\* Advisory Board needs to be engaged early; they help with asking the right research questions.

\*\*\* Think Tank to also recommend policy changes – have a policy advocacy group to improve learning throughout the state – DE would look to this THINK TANK as a resource to help drive state policy and have an impact on the STATE and NATION \*\*\*

**\*\* UNI would build research capacity and:**

- Maintain a cadre of faculty and staff
- Carryout the research in a given district in Iowa
- Using satellite classrooms as an arena of practice

– This is new and innovative for Iowa! Is a distributed model using satellite sites!

- Partner via Memos of Understanding with satellite schools
- Cultivate a base of satellite schools
- UNI has suburban, urban, rural education opportunities within 40 mile radius – we would conduct research, test the research and then replicate the new teaching practices as appropriate

**Q&A:**

Q. Would taking an external person into another school district – would that school district be accepting of a new person?

A. Yes, provided have criteria for schools to participate in the research. For a school to “get to be an innovative site” and conduct innovative research, the school applies to participate.

Example: Alternative School at Linn Mar is working on problem based learning – innovation could be conducted at this school –

Q. Briefly, how does this model differ from the previous model?

A. This model has research conducted at sites throughout Iowa. Research is conducted at PLS.

JG schools could research competency-based approach / instructional approaches, etc. But this is NOT prof. development AND it is NOT supplemental services

- We would build in collaboration with AEA’s, but it depends on the research questions – if related to AEA and can address the AEA’s needs – then use – work with AEA’s
- We would have value-added measures on a statewide bases

**Research questions may have:**

Dep. Variable is student achievement – we would test a teaching methodology and ask – how does it impact student achievement?

Or could operationalize another DV such as parent involvement and ask the question, does parent involvement impact student achievement?

## PLS Reports

	<b>Date completed</b>	<b>Name of Report</b>	<b>Topic</b>	<b>By Whom:</b>	<b>To Whom:</b>
1.	10/01/02	Statements of Impact on UNI Teacher Education Program Related to Possible MPLS Scenarios	How PLS will affect our teaching program here	Dr. Rori Carson	Provost
2.	10/08/02	Report on The Department of Teaching -- PLS Division	Long-term comprehensive program options for the operation of PLS.	Nadene Davidson, Director, and Dave Smith, Principal	Bill Callahan
3.	10/17/02	Recommendations to the Provost for PLS	Keep k-12 program at PLS through program modification and realignment	William Callahan	Provost
4.	12/11/02	Report of the Professional Development School Committee to the Council on Teacher Education	PDS wants UNI to implement a relationship with Waterloo, Cedar Falls, and other schools	Charles Johnson, and Rick Traw	Provost
5.	Estimated 2007	Professional Development School Pilot Study	How pilot schools work	Dr. John Henning	Provost
6.	Feburary 2007	Reinventing PLS: A Proposal	How to improve education at PLS	Dave Smith, Becky Hawbaker	PLS Task Force
7.	04/11/07	PLS Task Force Report	Study of PLS three missions	Barbara Hetrick, Chair, Jenny Connolly, Sally Frudden, Becky Hawbaker, John Henning, John Johnson, Dewitt Jones, Tony McAdams, Dave Smith, David Stoakes, John Swope	Interim Provost James Lubker
8.	05/14/08	PLS General Fund Original Budget and Fee Income	Budget of PLS 2002 to 2008 **Important Budget Info**	Professional Development School Committee members	President

## I. Discussion:

### Options:

- 1) \$1.5 M cut for FY13
- 2) \$1.5 M cut for FY13 AND decouple – r/d from mpls – by CHANGING legis. CODE – spr. 2012 or 2013
- 3) Close school July 1, 2012 – rescind CODE 256G in spr. 2012 (lose mpls and r/d – in the CODE)
- 4) \$1.5 M cut for FY13 AND decouple – r/d from mpls – by CHANGING legis. CODE – spr. 2012 or 2013  
AND close school June 30, 2013.

Strategy re: CODE language – 256G

- 1) Amend the language
- 2) Rescind Code 256G

**\*\*\* Note: Cannot lose the per pupil funding for FY13 – therefore – need to keep CODE 256G.3 (re: R&D school funding) – especially 256G.3.c. – it states open enrollment under section 282.18 applies to the r/d school. (note: don't want any negative impact on our FY13 appropriations request)**

**Q. WHEN to change CODE?** – we do not want to lose per pupil funding – we need to possibly:

- amend part of CODE 256G – spring 2012 session (just want to remove a portion of 256G.2.4 “school using expanded facilities at the center for early development education, also known as PLS, in CF.”)

Or

Amend part of CODE 256G - - in spring 2013 session

### **Recommendations:**

1. Implement the \$1.5 M budget cut for FY13 for MPLS
2. Work with Pat G. and legislators re: discussing/researching if/when CODE needs to be changed
3. Announce FEB. 20/21 2012 – MPLS will incur a \$1.5 M GF Budget reduction
4. (Eventually will appoint a transition team – to ensure a successful transition to close MPLS.)
5. Reallocate funds for FY13 – to build research capacity.
6. Begin the process to hire a Research Director.
7. Check on Schindler Building plans – ensure plans have space allocated for “building research capacity and outreach”.
8. Our actions – cannot result in losing per pupil funding for FY13.
9. Do not want these decisions to negatively impact our FY13 appropriations request.

## **Iowa's Research and Development Center for Education Innovation - Watson**

The University of Northern Iowa proposes that the Research and Development School Model that was coupled with Malcolm Price Laboratory School become a separate center that focuses on innovation in PK-12 education research and development. This center will be situated within the College of Education and would be connected with pre-service education as well as in-service professional development.

We envision the center as the hub and incubator for innovation research. The center would consist of a cadre of tenured professors that will be placed in collaborative partnership with school districts throughout the state. They will work with their partner districts on research initiatives that enhance students' performance.

These initiatives could be organic based on the needs of the school as well as specified based on the research needs of the state. For example, the center could focus on a state need for generating, piloting, and researching the effectiveness of project-based education in a competency-based teaching and learning environment.

The center would also act as a clearinghouse for innovative pedagogical techniques and curriculum design and development. The center would create a repository of innovative research and practices that PK-12 teachers throughout the state can assess. These innovations would be captured through video vignettes (modeled lessons) as well as lesson plans, unit plans, research papers, and descriptive articles of the scholarship of teaching and learning.

The center would also be the site in which Iowa's schools could seek support for professional development, design of assessment systems, the modeling of best practices, and the showcasing of transformative research.

This component of the center will also centralize the distribution of services of other College of Education centers that have a PK-12 dissemination focus. The other centers that would complement the work of the innovation center would be the Regents' Center for Early Developmental Education; the Center for Disability Studies in Literacy, Language, and Learning; the Freeburg Early Childhood Program; and the Richard O. Jacobson Center for Comprehensive Literacy.

As the center's faculty are distributed across the state, they would serve as placement coordinators of preservice teachers so that the preservice teachers would have a broader arena of practice to complete their clinical requirements.

In summary, the proposed Iowa's Research and Development Center for Education Innovation will:

- Be the clearinghouse for education innovation/
- Conduct transformative research;
- Provide professional development for practicing teachers;
- Broaden the arena of practice for pre-service teachers; and
- Synergize existing services of other active PK-12 centers in the College of Education.

Linda D-Hammond – amplifies what is being done -



## Questions and Answers:

### **Rationale:**

1. What is rationale for the decision?
2. Who made the decision?
3. Isn't this part of the University goals?
  - a. To be a leader in Pre-Kindergarten through grade 12?
  - b. How can this position be maintained?

### **Child Development Center:**

1. Will the CDC be relocated?

### **Facilities:**

1. Are the bonds paid off?
2. What will we do with the Facilities?
3. The gym is very new, how will you utilize it?

### **Administration/Teachers/Staff:**

1. Will they have jobs?
- 2.

### **Enrollment:**

1. Sustainability of a viable and growing student body is a concern.

### **Alumni:**

1. What if we fundraised for the funds needed to maintain the school?
2. How much money is needed to keep the school open?

1. What process must UNI follow to close down the PLS - its own and Boards processes or state requirements now required of schools who receive State per Pupil funds? How fast can we get a legal opinion on this crucial question?

A.

We have a legal "view" from DE, uni, and from Simmons Perrine (CR) as of Jan. 21. On Jan. 24 - we can pursue obtaining a formal opinion from S/P - is we wish to still obtain this. Also, it is clear the Governance structure - per CODE 265 - is the Board of Regents. The Board would have to "close" the school - code changes are needed etc.

Current CODE 265 is written as if the R&D is to occur at PLS, and there is mention of students being able to transfer to and from the school - so it appears the "school" - is not virtual - but one with students etc. much discussion is needed yet - re: the vision for conducting the R&D, perhaps the Dir. of R&D research could be pursued/hired - but we also need to separate - per pupil funding from the UNI funding - so we know the amount of funding being utilized for "research" verses school operations. CODE also does NOT state - we need to have 2 sections of classes per grade level, a certain # of administrators, or offer athletics, music etc. We do believe the budget can be reduced and decisions will be needed - as to implementing the cuts.

2. Which legislators do we inform ahead of time and when do we do this?

A.

Just before any announcement we need to notify our local legislators:

Kressig, Dotzler, Rogers, Danielson, Kaztozic (sp?), Berry

We may also want to inform: Schoenjahn, Winckler, Gronstal, Dvorsky, and any key leader of an education appropriations committee.

3. How do we position this decision to legislators who fought for the R&D school and we participated in the process with?

A.

We need to have a white paper - plan for conducting R&D - and eventually - how we want to conduct this throughout Iowa. --- If we eventually want to pursue - conducting R&D virtually - we need a plan and will have to keep key legislators informed - eg. Winckler, Kressig, Danielson, Kressig, Schoenjahn etc. - Need a clear mission/vision of the R&D school.

4. How do we accommodate the clinical experiences of UNI students who now receive those at PLS? Can the PDS model be expanded to accommodate - yes, according to superintendents.

A. We need to be thinking of how we can have our pre-service teachers conduct level 2 work at another location. We should be thinking of how we can expand our PDS model etc. - and students complete their experiences at other schools.

5. How fast should the school be closed - by July 1, 2012 or July 1, 2013 (depends somewhat on answer in first bullet)?

A. At this time - per CODE 265G - we don't believe the school can be closed. STATE CODE needs to be changed - and that may have to be pursued the spring 2013 or later legislative session.

6. Need to have a well-drafted white paper on how the R&D school will be accomplished under a different model-a distributed model, a virtual model.

A. Yes, will discuss with the COE Dean - we need a new model for conducting R&D - a white paper, plan, etc. - are all needed.

7. What other universities have shut down their lab schools in the past 25 years or so? How have they fared as institutions for preparing teachers?

A. We will complete research on this, - one article was shared - re: Lab schools - closings -- in 1960 had 212 lab schools, and now have only 100 lab schools - we will research the International Assoc. of Lab Schools organization - for information etc.

8. Why keep all of the tenured faculty in this case when we won't in the other academic program closures? What will they do?

A. Term staff/instructors - may not have their contracts renewed - We will have to focus on placing the tenured staff/faculty - and or on severance packages.

9. Who are the donors/alums that we must contact? (Price, Coleman, etc.)




A. \*\* Whatever the decision - or future plans - we need to keep M. Peterson informed.

10. What are the constraints, if any, created by athletic and other considerations in terms of longer-term scheduling commitments?

- A. This depends upon where the cuts are made. COE DEAN will have to make recommendations for implementing the budget cuts, and the Provost will consult with the Dean and have final approval.
11. Are there any accreditation implications for the Teacher Ed Programs by the professional organizations or by the STATE DOE?
- A. COE DEAN to check on accreditation standards and if there are implications - due to budget cuts etc. The QUALITY of the pre-service teachers' field experiences must remain consistent and of the upmost quality.
12. Given Allen's participation in the process that created the R&D school at the PLS, why the change now?
- A. We can not hold harmless the PLS from budget cuts. Their budget will be reduced - just as other areas of the university have had budget reductions.
13. Why now when the funds are becoming better? (\$40 million cost of new building, new ways of handling the research and its dissemination via technology, etc.)
- A. We have new ways - "technology" - to use to conduct and share research results.
14. What do about the Price name? Issues with Nancy Price and family.
- A. We will need to contact the Price family – perhaps consider some renaming options.

## PLS 2002

	Date:	Topic:	By Whom:	To Whom:
1.	1/25/02	PLS Study Team and their findings: New directions report. Study proposes three broad initiatives: 1. Expanded and Strengthened Research and Curriculum Development 2. Strengthened Role in Teacher Education 3. Expanded service (outreach) to the state of Iowa: Providing Educational Equity Via Electronic Access, also salaries of faculty in 2002	Thomas J. Switzer, Dean of the College of Education	Dr. Robert D. Koob
2.	2/20/02	4-H Extension Services discussion and moving the high school element. Mostly about the budget of the school and how it can be fixed.	Gregory S. Nichols	Minutes of an electronic meeting of the Board of Regents on February 20, 2002
3.	2/20/02	****Comments about PLS after the board meeting. These questions are based on their intent to send grades 10-12 to the Cedar Falls school district because they are the most expensive parts of the school with athletic , drama, and music programs.	Regents asking President Koob	President Koob
4.	2/21/02	COE/MPLS Follow Up, 8a.m meeting with PLS faculty, press release prepared.	James O'Connor	Dr. Robert D. Koob
5.	2/21/02	Issues Update: COE/MPLS news release and Q&A, <b>a statement is released</b> that they will start the transition beginning in the 2003-2004 school year	James O'Connor	Nadene Davidson, Roger Kueter, and Mary-Sue Bartlett
6.	2/22/02	<b>The Des Moines Register releases an article about PLS cutting three grades.</b>	Clark Kauffman	Public, this is a newspaper article
7.	2/24/02	<b>Reactions</b> by parents about how neither they nor faculty were given any chance to express their feelings, how much of a shock the announcement was, and upset that NU was just a department of UNI and never really a school to the president.	Letter from Parents of grads and current NUHS students	Dr. Robert D. Koob
8.	2/28/02	Messages being sent regarding NU High and how they differ through communication among various media outlets	Board of Regents State of Iowa	
9.	2/28/02	Update on NUHS decisions and the status of these decisions. Talks about conversation with area schools and that they would like it to be completed by January 2003	President Koob	
10.	3/1/02	Failure to communicate permeates NUHS decision. It has said they had <b>revoked</b> it but the process can still occur.	Editorial in Waterloo/Cedar Falls Courier	General public

- |     |  |  |  |   |
|-----|--|--|--|---|
| 11. | 3/18/02                                      | PLS Parent Teacher Partnership vs. Dean of the College of Education. Parents are asking to appear before the board and filled out a petition for declaratory order   | Dutton, Braun, Staack and Hellman<br>Attorneys at Law                              | Gregory S. Nichols; Executive Director of the Board of Regents  |
| 12. | 3/19/02                                      | Dean of the COE inviting Waterloo and Cedar Falls Community Schools to nominate two members from each school system to serve as member of the MPLS Professional Development Committee, and one member from each school to serve as a member of the MPLS Student Transition Committee | Aaron Podolefsky, Kay Weller, and Thomas J. Switzer                                | Dr. Arlis Swartzendruber, Superintendent of Waterloo Community Schools, and Dr. Daniel Smith, Superintendent of Cedar Falls Community Schools |
| 13. | 3/20/02                                      |   |  |    |
| 14. | Was written by the Board when it was created | Chapter 265 Laboratory Schools and the authority the BOR has.  | BOR  |   |
| 15. | 4/5/02                                       | A motion introduced at the Council on Teacher Education meeting April 4th 2002 that the president needs to look over.  | Thomas J. Switzer, Dean of the College of Education                                | President Koob, and Aaron Podolefsky, Provost and Vice President for Academic Affairs   |
| 16. | 4/8/02                                       | PLS publicity brought to attention. They need to make the meetings well publicized so everyone can come and share their opinion and views.   | Kay Weller   | Rori Carson   |
| 17. | 4/17/02                                      | Rebecca Miller sends a letter of support for Ms. Kim Miller. Many students said they have learned more from her than they could ever learn from a textbook. She was of high caliber teaching.  |  |   |
| 18. | 4/17/02                                      | Marilyn expresses her anger towards PLS and the proposal of closing parts. What made her most angry was when the president said he wasn't sure if the university should have faculty teaching non-college students who aren't paying tuition.  | Marilyn Teig   | President Koob  |
| 19. | 4/18/02                                      | Professional Development School Committee Charge, this committee will review appropriate literature and research to suggest a design for professional development school.  |  |   |

- |     |         |  |   |  |
|-----|---------|--|---|--|
| 20. | 4/23/02 | Inviting Dr. Swope to serve as a member of the Professional Development School Committee, this committee will oversee implementation of a Developmt school model to link the teacher education program with programs of other school districts, Mary Herring is invited to become a member of the MPLS School Renovation Committee to plan curriculum for a n-9 school. <b>They want the reports by December 2002 so they can make a decision.</b> | Aaron Podolefsky, Kay Weller, and Thomas J. Switzer | Dr. John Swope, Department of English Language and Literature at UNI and Dr. Mary Herring, Department of Curriculum and Instruction in the College of Education at UNI |
| 21. | 5/6/02  | President Koob requests that the president allow the President of the MPLS Parents and Teachers in Partnership organization be allowed to speak at the May 2002 meeting to hear views of an alternative future.  | President Koob                                      | Dr. Owen J. Newlin, President of Board of Regents, State of Iowa   |
| 22. | 5/6/02  | Is frustrated that Uni doesn't offer anything the meet the needs of students comparable to programs provided by U of I, Belin-Blank Center, or ISU, OPPTAG program. He feels PLS has been underutilized and could become the centerpiece if it served students by providing expanded learning opportunities for talented and motivated students  | Robert F. Martin, Department of History             | President Koob   |
| 23. | 5/9/02  | Tony wants the president to find a way to maintain current operations at PLS/NU. Lists options on the next page.   | Tony McAdams  | President Koob, & Provost Podolefsky   |
| 24. | 5/10/02 | <b>UNI drops men's and women's tennis, and women's swimming and diving programs</b> like many other schools across the nation because of budget considerations.  | UNI Athletic Director                               | Public, this is a newspaper article  |
| 25. | 5/10/02 | Petiton for declaratory order and request to appear before the board by the MPLS parent Teacher Partnership  | Charles Wright, Director                            | President Koob   |
| 26. | 5/11/02 | Ann Vernon chose PLS for her school conseling site-based training clinic. She was the elecemtary conselor at PLS for 10 years.   | Ann Vernon, Professor and Coordinator of Conseling  | President Koob   |
| 27. | 5/13/02 | Budget Narrative for May 13th.   | Aaron   | Eunice   |
| 28. | 5/13/02 | Another copy of the declaratory order and request to appear before the board   | PLS parent teacher partnership                      | Board  |
| 29. | 5/13/02 | Radio stations support will be cut by 250,000 beginning in 2002-2003 by the general budget.  | James Lubker, Dean                                  | Douglas Bernier, Director of Broadcasting Services   |
| 30. | 5/14/02 | A list of who will be speaking at the Board meeting, Julie Creeden, PLSPTP V.P, Dr. Jody Stone, PLS faculty, and Frank Thompson, United Faculty representative   | Chad A. Swanson                                     | Gregory S. Nichols; Executive Director of the Board of Regents   |

31.	5/15/02	<b>Official statement saying PLS will remain open as a k-12 school for the 2002-2003 school year. Negotiations are underway regarding future years.</b>	Board of Regents State of Iowa	Public
32.	5/20/02	Board decided it would not issue declaratory orders in this matter in the May 15, 2002 meeting.	Charles Wright, Director of Legal Affairs	Brian L. Gruhn, Gruhn & Blades Law Firm
33.	5/21/02	Faculty of PLS ask that Dr. Roger Kueter be removed from any administrative authority over PLS. Also ask that PLS exist as the Department of Teaching with the Director of PLS as the Department Head, and that the Office of Student Field Experiences exist as a separate entity.	Tenured Faculty of PLS	Provost Podolefsky
34.	5/21/02	<b>In the 2002-2003 school year, PLS will reduce their operating resources by \$800,000, which is approximately 20%.</b>	Owen J. Newlin	Jean M. Johnson, Sioux City Community Schools, Wilma M. Gajdel, Lovejoy Elementary School, Mary McDade, and Tim and Debi Schmidt
35.	5/22/02	Facts people think the president should consider in regard to the budget. 1. Furloughs and voluntary leaves of absences 2. Shut Downs 3.Travel Expenditures 4. P&S Staff 5. Review current position needs 6. Eliminate "Freebies" 7. Price Lab 8. Program and Center closings		President Koob
36.	6/13/02	<b>These people are requesting that the MPLS be established as a separate administrative unit of the COE</b>	Thomas J. Switzer, Dean of the College of Education	Lyn Countryman, Annette Swann, Rick Vanderwall, Karen Breitbach, Lynn Dykstra, Mary Stichter, James Maltas, Ben Myers, Leonard Upham, Robert Lee, Denise Tallakson, James Sweigert, Lee Weber, Jody Stone, Donald Darrow, Kay Treiber, Dennis Kettner, Paul Waack, Linda Sharp, Lori Smith, Kim Miller, Rick Knivslund, Africa Beckman, Clare Struck
37.	Spring 2002	Total UNI Student Placements at Price Lab School by Content Area/Teacher Load		
38.	7/19/02	<b>PLS Recommendations to the Board. A report on the future of the laboratory school will be received at its November meeting. And the universities report will be due to the Board Office on October 22, 2002</b>	Aaron Podolefsky	Bill Callahan, Interim Dean, College of Education
39.	7/25/02	A grant of \$44,000 to UNI for work-family issues among non-professionals.	Stewart F. Campbell	Dr. Ruth Ratliff
40.	7/28/02	Connie Molbeck states how she learned most about teaching when she was at her required sessions and PLS. She would not have been able to student teach without this experience.	Connie Hohlfield Molbeck	President Koob
41.	9/6/02	Kathleen McKenna resigned as President of the PLS PTP, Valerie Turner also resigned as Treasurer of the PLS PTP	Kathleen McKenna, and Valerie Turner	Nadene Davidson, Director of PLS



42.	9/12/02	Kathleen McKenna has not resigned her position at Price Lab. She was seeking advice from a lawyer after stating the parent funds would not be used for legal bills. She is trying to steer clear of Pres. Koob saying "you cease to exist because you can't sue yourself."	Jane Larson	President Koob
43.	9/13/02	Lawyers believe it would be a violation of the agency relationship between UNI and PLS PTP to utilize funds donated to the Lab School for the purpose of financing an action against the university	Judith R. Benson	Kathleen McKenna
44.	9/14/02	Katherine feels the Lab school isn't fulfilling the purpose of providing education for UNI students and also giving them and the professional staff an opportunity for research and that it needs new leadership	Katherine Mitchell	President Koob
45.	9/20/02	Resolution passed by the United Faculty/American Association of University Professors at their Sep. 6th meeting	Dr. Charles Quirk, Director of UF/AAUP	President Koob
46.	9/24/02	Reply to UF/AAUP stating when they should know an outcome, January of 2003	Aaron Podolefsky	Dr. Charles Quirk
47.	9/25/02	President Koob is invited to attend the inaugural PLS Teacher Institute on Friday, October 18, 2002	Nadene Davidson	President Koob
48.	10/1/02	Impact of Proposed PLS Scenarios on the UNI Teacher Education Program	Rori Carson	Interim Dean Callahan
49.	10/1/02	<b>A petition for a special meeting of the Teacher Education Faculty, they would like to discuss openly plans for change at PLS and the budget being reduced by 50%.</b>	Teacher Education Faculty	Chair Marston
50.	10/4/02	President's update on PLS time frame of events		
51.	10/7/02	Special Meeting of Teacher Education Faculty on Monday October 7th to openly discuss changes planned for PLS	Rip Marston	Teacher Education Faculty
52.	10/11/02	Questions and statements of facts regarding PLS, multiple pages of questions and answers.	Julie Creeden, and Maggie Tinsman	Pan Dugdale
53.	10/22/02	Rosalyn feels PLS is a positive force in the neighborhood and elevates stability in the College Hill Neighborhood.	Rosalyn Lorenz, Chair of College Hill Neighborhood Association	President Koob
54.	10/29/02	COE senate voted to accept retaining a k-12 program at PLS. PLS will continue to provide excellent education throughout k-12	Sherry Gable, Chair of College of Education Senate	President Koob
55.	11/1/02	<b>BOR wanted these consultations to be available by November in case the grades of PLS changed. Announced today PLS would continue to stay a k-12 school.</b>	President Koob	Owen J. Newlin

**Laboratory Schools:** “sometimes called training schools or campus schools, are affiliated with an institution of higher education. These schools are committed to leadership in the improvement of education through development of innovative ideas in research, curriculum development, clinical experiences, and inservice training in an experimental school environment. They include early childhood schools, elementary schools, middle schools, and high schools, as well as various other grade configurations (i.e., K-6, K-8, P-12 and 9-12)” (page 15).

One major reason why laboratory schools started closing was when they stopped being “seen as research laboratories for innovative practices or practical arms of college teacher education programs” (page 45). Most schools that faced closing “indicated that a perceived financial burden to the parent institution” or created tension to taxpayers. “Three directors indicated that the issue of closure was eliminated by switching to tuition-based enrollment” (page 81). The University Laboratory School at the University of Hawaii “learned early why a laboratory school cannot do many functions well at the same time” (page 88). More reasons for why schools have closed are due “to financial constraints, lack of campus facilities, or disinterest by university faculty and administration” (page 107,108)

February 10, 2012 – 3:30 pm

Questions:

1. We need to have Code changed – to allow us to close the school.
2. When do we have Code change? (2012 or 2013)
3. We need Board approval – to seek changing the Code – timing on this – March, 2012 or Sept. 2012?

**Do we announce in February?**

We will reduce the amount of GF support for MPLS – by \$2M for FY13. The Dean is working on operating the school with less GF support.

The vision for conducting R&D – cannot be place bound – we need to conduct R&D throughout Iowa – and therefore – we will be seeking Board approval to change Code – to allow us more flexibility. We need to build upon our partnerships with K-12 schools – and conduct research throughout Iowa.

We will continue to work closely with Iowa's Department of Education to conduct research.

We will continue to assess the viability of operating a PK-12 school facility – and we will make a recommendation to the Board in September, 2012 – about the vision for conducting R&D work by the University.

**2012**

February – announce changes – reduction in GF support to MPLS

- Announce – will be seeking change – to separate completing R&D from the site
- We will continue to assess the viability of operating a PK-12 building – and will recommend to the Board in September – our vision ...
- Announce we will be seeking Board approval to change CODE – to separate completing R&D work from the site (MPLS)

March- May – continue to refine our vision for conducting R&D work

\*August 3 (UNI) OR September 12 (ISU)– seek **Board** approval – of having CODE changed and introduce – seek approval of closing school June 30, 2013 pending approval of CODE change

October – work with Gronstal and others – to introduce legislative language to Change CODE  
(Board meeting is Oct. 24-25 at UofI (No Board meeting in Nov. / Dec. Bd. mtg is telephonic)

**2013**

January/February – 2013 – CODE is changed/ approved – by legislature

February/March – 2013 – Board approves closing the school OR have Board approval in Aug/Sept 2012\*

March – 2013 – transition team is in-place to close school – (personnel, facilities, students etc.)

June 30, 2013 – school officially closed

# University of Michigan is working w/ Ann Arbor Public Schools to create a Lab School Program

## 1) The Proposed Program

- **Create a Lab School Program using 2 nearby public schools.**
  - A. Scarlett Middle School
  - B. Mitchell Elementary School
- Both the College and Public Schools are looking to improve their programs
  - A. U of M has a teachers college w/ college students looking for teaching experience & practice
    - (1) Need a place for students to get real world experience
    - (2) Don't want to run a lab school
      - (a) Cost of operation
      - (b) Time consuming
  - B. The Ann Arbor Schools would like more help in the classroom
    - (1) Increase teacher to student ratio, so that students get more one on one time with teachers
    - (2) Don't want to increase the number of full time paid staff
- **The proposed program would create a K-8 campus through a partnership with the U-M School of Education where both the college and the public schools gain something.**
- Program would not only benefit students, but district teachers as well.
- Current teachers will stay, but students for the college will help with class activities, sick/short staff, clubs, sports, etc.

## LINKS:

<http://www.annarbor.com/news/education/proposed-lab-schools-program-will-be-presented-to-ann-arbor-parents-at-two-forums-later-this-month/>

<http://www.annarbor.com/news/proposed-lab-schools-program-between-u-m-and-ann-arbor-schools-to-be-developed-in-the-next-year/>

## Malcolm Price Laboratory School

(Approved for construction in **May 1950**)

### 1) Construction

- A) Construction started soon after plans were approved
- B) Plans didn't go smoothly
  - \* Located on top of a high water table
  - \* Lawsuits followed due to delays
- C) **Elementary wing completed in 1953 & students began that year**
- D) **High School wing in August 1955**
- E) **Fieldhouse finished in September 1957**
  - \* Fire destroys the original Fieldhouse... June 8, 1993
  - \* Reconstructed in 1995

### 2) Purpose of Price Laboratory School

- A) Dwight Curtis stated the school performed 2 major functions:
  - \* Provide the best education to children
  - \* Offer the best laboratory experience for teachers in training
  - \* **"One function should not take precedence over the other."**

### 3) Threatened Existence

- A) 1971
  - \* Laboratory schools closed across the nation
  - \* Regents directed UNI to search for alternative plans for accomplishing the objectives of the Price Laboratory School program
  - \* School Director Ross Nielsen vigorously defended the program
- B) 1986
  - \* Threat came as an amendment by Representative Tom Jochum of Dubuque tacked on to a bill very late in the General Assembly session.
  - \* Amendment called to close the school in 2 years (1988)
  - \* Local Rep Marv Diemer said nothing would come of it
  - \* Stayed open but caused serious questioning of the Lab School and its program
- C) 1989
  - \* Board of Regents employed a company to study the university and remove unnecessary programs. Thus questioning the need of Price Lab
  - \* A committee reported the strengths of the school and the matter ended there.
- D) 2002 "Most Serious"
  - \* Regents faced budget problems
  - \* Some believe the proposal to be a confirmed decision
  - \* **NU Parents quickly formed together to fight by legal means**
  - \* August 2002 operating budget was drastically reduced from 4.5M to 2.4M for 03-04
  - \* **Tuition raised from \$200 to \$340**

4) OTHER NOTABLE FACTS AND/OR INFORMATION

- A) September 18, 2011 - - - The University of Northern Iowa is asking the Board of Regents next week to approve the official boundary line agreement between Malcolm Price Laboratory School and the Cedar Falls school district. (Source: wfcourier.com)

**Subject:** MPLS talk points to use with family, faculty, etc.  
**From:** Stacey Christensen <stacey.christensen@uni.edu>  
**Date:** 2/17/2012 3:54 PM  
**To:** "Countryman Ph.D. Countryman" <lyn.countryman@uni.edu>  
**CC:** Stacey Christensen <stacey.christensen@uni.edu>, James O'Connor <james.oconnor@uni.edu>, "Dr. Dwight C. Watson" <dwright.watson@uni.edu>

Lyn,  
  
I'm sure you already know all of these points, but sometimes it helps to have something in writing. Feel free to use these as a guide with questions you might be getting from parents, teachers, etc.

— Untitled attachment 00418.txt —

Stacey Christensen  
University of Northern Iowa  
Public Relations Manager  
[stacey.christensen@uni.edu](mailto:stacey.christensen@uni.edu)  
319-273-6728  
[www.uni.edu/newsroom](http://www.uni.edu/newsroom)

— Attachments: —

Talking Points Lab School.docx	15.3 KB
Untitled attachment 00418.txt	143 bytes

## Talking Points – Dr. Lyn Countryman, Malcolm Price Lab School

- The higher education landscape continues to change both here in Iowa and throughout the nation. UNI continues to educate students with continued state budget cuts for the past three years and a challenging economy. In light of this, UNI is in the process of making long-term strategic decisions to reallocate and align resources to define its future.
- The Malcolm Price Lab School is not a separate entity, but is a part of the University. As we review all programs at UNI, academic and non-academic, the Lab School program and budget is included in this review. It is important to fully assess the viability of the laboratory school model, the condition of the physical building structure and the long-term vision for a statewide research and development school model.
- There has been no decision by the university to close the lab school. Any action of this kind does require legislative action and approval. To date, there has been no review or action regarding the Malcolm Price Lab School within the 2012 Iowa Legislative session.
- Making the difficult choices today will help ensure that we continue the academic excellence of UNI. We are taking great care to work through options. No decisions are finalized at this time, but details will be shared when available.
- UNI has a responsibility to make decisions in the best interests of our educational community and the state of Iowa. We have a responsibility to students, their parents, taxpayers and donors of UNI to strengthen our core mission, maintain our excellent academic reputation, enhance access and affordability, and prepare for the future.
- We will continue to work the Board of Regents and the State of Iowa, throughout this process. As we announce the decisions, there may be changes that will impact staff and faculty, but we will move forward with respect and compassion.



**Subject:** Price Lab School and Jacobson Center  
**From:** Rick Traw <rick.traw@uni.edu>  
**Date:** 2/17/2012 5:16 PM  
**To:** Dwight Watson <dwright.watson@uni.edu>

Dean Watson,

Jim Stichter called this morning (Friday), asking whether we would be willing to issue a statement of the Jacobson Center's support for MPLS. We want to check with you before doing anything, and we also want to make you aware of our current stance towards the lab school.

First, we would issue such a statement only if you thought this would be a proper step to take. Second, while we are certainly supportive of the PLS elementary and middle grades' continued involvement with the Partnerships in Comprehensive Literacy program, and while we do believe we have seen constructive growth in their approach to literacy teaching and learning this year, our support is not without reservations. We do not believe that all of the literacy teaching at the school is as consistent with effective research-supported practice as it might be. We have also been somewhat taken aback at the high number of students in the elementary and middle grades who are currently below proficiency in reading and writing, and at what we perceive to be a hesitance on the part of the Director to deal with this issue. We are not sure whether she will take action on this issue, but we believe the school needs to invest in an interventionist for the sake of the children who need this specialized help. This step is also required for Price Lab to be a true implementer of the PCL model. We do hope to be able to continue in our collaboration with the lab school, and we do believe there is great potential for it to truly become the state's R & D school, but we also believe that there are real challenges to be overcome. A final concern is that the Jacobson Center has no connection to grades 9-12, and thus, we do not think it would be appropriate for us to address that unit of the school at all in any statement that might be forthcoming.

We were hoping to raise these issues at a meeting that Salli has just scheduled with you for later in March. With the news that Price Lab may be in for significant changes and Jim's request for our support, the issues have been brought to the forefront, and we think we need to put them before you now. We seek your input on whether we should involve the Center in this issue. We are mindful of the political volatility involved here, and we would proceed only with your approval.

Thanks for any advice you can lend. If we can be of any help as you deal with this very difficult challenge, please let us know.

Rick & Salli

--

Rick Traw  
Literacy Education, Dept. of Curriculum & Instruction  
University of Northern Iowa

**Subject:** Re: Price Lab School and Jacobson Center  
**From:** "Dwight C. Watson" <dwright.watson@uni.edu>  
**Date:** 2/19/2012 10:14 PM  
**To:** Rick Traw <rick.traw@uni.edu>

Rick, I think you can craft an honest statement of support for the program, but you must also state that there is still much work to be done.

Sent from my iPad

On Feb 17, 2012, at 5:16 PM, Rick Traw <[rick.traw@uni.edu](mailto:rick.traw@uni.edu)> wrote:

Dean Watson,

Jim Stichter called this morning (Friday), asking whether we would be willing to issue a statement of the Jacobson Center's support for MPLS. We want to check with you before doing anything, and we also want to make you aware of our current stance towards the lab school.

First, we would issue such a statement only if you thought this would be a proper step to take. Second, while we are certainly supportive of the PLS elementary and middle grades' continued involvement with the Partnerships in Comprehensive Literacy program, and while we do believe we have seen constructive growth in their approach to literacy teaching and learning this year, our support is not without reservations. We do not believe that all of the literacy teaching at the school is as consistent with effective research-supported practice as it might be. We have also been somewhat taken aback at the high number of students in the elementary and middle grades who are currently below proficiency in reading and writing, and at what we perceive to be a hesitance on the part of the Director to deal with this issue. We are not sure whether she will take action on this issue, but we believe the school needs to invest in an interventionist for the sake of the children who need this specialized help. This step is also required for Price Lab to be a true implementer of the PCL model. We do hope to be able to continue in our collaboration with the lab school, and we do believe there is great potential for it to truly become the state's R & D school, but we also believe that there are real challenges to be overcome. A final concern is that the Jacobson Center has no connection to grades 9-12, and thus, we do not think it would be appropriate for us to address that unit of the school at all in any statement that might be forthcoming.

We were hoping to raise these issues at a meeting that Salli has just scheduled with you for later in March. With the news that Price Lab may be in for significant changes and Jim's request for our support, the issues have been brought to the forefront, and we think we need to put them before you now. We seek your input on whether we should involve the Center in this issue. We are mindful of the political volatility involved here, and we would proceed only with your approval.

Thanks for any advice you can lend. If we can be of any help as you deal with this very difficult challenge, please let us know.

Rick & Salli

--

Rick Traw  
Literacy Education, Dept. of Curriculum & Instruction  
University of Northern Iowa

**Subject:** Re: Schindler Feasibility / R&D / COE / Knivsland  
**From:** "Dwight C. Watson" <dwright.watson@uni.edu>  
**Date:** 2/20/2012 2:02 AM  
**To:** Rick Knivsland <rick.knivsland@uni.edu>

I love the way you think. you can tell by the time of this letter that I too am often sleepless. I am gathering all ideas as I enter into the fray.

Sent from my iPad

On Feb 17, 2012, at 10:07 AM, Rick Knivsland <[rick.knivsland@uni.edu](mailto:rick.knivsland@uni.edu)> wrote:

Dear Dwight,

It's February again. In thinking about the Schindler Feasibility Committee and the R&D school, I started putting some thoughts on paper earlier this week and - after the President's announcement yesterday, I dealt with the stress by writing and organizing my thoughts.

I am having trouble shaking the combined facility concept as the best logical idea and, perhaps in light of yesterday, this is all moot.

However, one of the issues the Lab School (and I think the College of Education ) has had is this "Separatist" vision of "Our Special Little School" or the College of Education as the Lone Citadel of Teacher Education - while being undervalued by other departments and Colleges.

Of course, I am biased, but the Lab School is one of the COE's best assets. I believe we are one of the reasons you took this position. My apologies to you for the seeming lack of support you are getting from above. My thanks for continuing to listen and support us,

Attached and below are my recent thoughts, I hope you are not too flooded with e-mails and I hope you aren't as tired as I am,

Rick Knivsland.

#### R & D School as "Locus" for College of Education

The R & D School will be housed in and operated by the College of Education. C and I will take charge of Curriculum and Instruction, Educational Leadership will handle administration of the school, HPLS would oversee a comprehensive Wellness program, Counseling and Special Education will be charged with running those areas. While the school would still have "in-house" faculty, the numbers and/or roles would change. The R&D School would become the shared project of all directly engaged in Teacher Education and, hopefully, all professors interested in impacting the type of student they would like to see arrive at the University.

#### R & D School as Center for Advanced Study in Teaching

The R & D school and Summer Institute would be the location where motivated early and mid-career teachers would work with faculty mentors from the R&D School, UNI subject area specialists, and College of Education professors to do advanced pedagogy and curricular work leading to recertification credit and possibly an MA. These future teacher-leaders would "teach as they go" during Summer Sessions or given 'leaves of absence' from their contracts to teach at the R&D school, receive credit, and return with new ideas and perspectives to their

original schools. A regular influx of new teachers would create energy, state-wide connections, and encourage career long connections to our institution. Promising High School Juniors and Seniors from underserved populations and districts would be part of a Summer Residential School to begin work on their Education degrees as they finish High School and put on a "fast track" to completion, while being mentored / advised by R&D instructors. Areas where there are teacher shortage areas would be a focus.

#### R & D School Faculty as Academic Advisors / Mentors

R & D faculty would serve as subject area and grade level advisors / mentors to future teacher-educators in the College of Education, following them throughout their college career (and perhaps beyond) helping students to connect and extend their experiences and learning in our irreplaceable classroom context. From our positive student responses mentoring in Level I and, of course, Level II work, our students desire and appreciate this "real world" connection.

#### Education / Teaching Center as Locus for all Teacher Educators

"Methods Teachers" from all teacher certification areas will have collaborative office space at the R & D School / College of Education to assist and consult with curriculum development at the school, connect research and practice, possibly help teach, and to help shared teacher education students find the connections between theory and the classroom.

#### The Scholarship of Teaching : a Culture of Teaching

A "Culture of Teaching" will be sustained by valuing effective teaching as our Most Important mission at UNI. Professors identified by students and peers as exceptionally effective would be rewarded with a variety of possibilities depending on their interests and inclinations: (1) freed from committee work, advising, PAC and other non-teaching duties for a pre-determined period of time, or (2) given intensive Ed Tech support to get a course on-line to broaden their audience (3) release time to disseminate their curriculum approaches / projects / lectures / discussions (4) becoming a Scholarship of Teaching Fellow who would work with other professors to help them become more effective and/or become a subject for study on effective teaching, or 5) a proposal created by the chosen professor.

Rick Knivsland

<A Culture of Teaching.pages>

**Subject:** Fwd: Schindler Feasibility / R&D / COE / Knivsland  
**From:** "Dwight C. Watson" <dwright.watson@uni.edu>  
**Date:** 2/20/2012 2:02 AM  
**To:** Mary-Sue Bartlett <mary-sue.bartlett@uni.edu>

Please print.  
Sent from my iPad

Begin forwarded message:

**From:** Rick Knivsland <[rick.knivsland@uni.edu](mailto:rick.knivsland@uni.edu)>  
**Date:** February 17, 2012 10:07:38 AM CST  
**To:** Dwight Watson <[dwright.watson@uni.edu](mailto:dwright.watson@uni.edu)>  
**Subject:** Schindler Feasibility / R&D / COE / Knivsland

Dear Dwight,

It's February again. In thinking about the Schindler Feasibility Committee and the R&D school, I started putting some thoughts on paper earlier this week and - after the President's announcement yesterday, I dealt with the stress by writing and organizing my thoughts.

I am having trouble shaking the combined facility concept as the best logical idea and, perhaps in light of yesterday, this is all moot.

However, one of the issues the Lab School (and I think the College of Education ) has had IS this "Separatist" vision of "Our Special Little School" or the College of Education as the Lone Citadel of Teacher Education - while being undervalued by other departments and Colleges.

Of course, I am biased, but the Lab School is one of the COE's best assets. I believe we are one of the reasons you took this position. My apologies to you for the seeming lack of support you are getting from above. My thanks for continuing to listen and support us,

Attached and below are my recent thoughts, I hope you are not too flooded with e-mails and I hope you aren't as tired as I am,

Rick Knivsland.

### R & D School as "Locus" for College of Education

The R & D School will be housed in and operated by the College of Education. C and I will take charge of Curriculum and Instruction, Educational Leadership will handle administration of the school, HPLS would oversee a comprehensive Wellness program, Counseling and Special Education will be charged with running those areas. While the school would still have "in-house" faculty, the numbers and/or roles would change. The R&D School would become the shared project of all directly engaged in Teacher Education and, hopefully, all professors interested in impacting the type of student they would like to see arrive at the University.

### R & D School as Center for Advanced Study in Teaching

The R & D school and Summer Institute would be the location where motivated early and mid-career teachers would work with faculty mentors from the R&D School, UNI subject area specialists, and College of Education professors to do advanced pedagogy and curricular work leading to recertification credit and possibly an MA. These future teacher-leaders would "teach as they go" during Summer Sessions or given "leaves of absence" from their contracts to teach at the R&D school, receive credit, and return with new ideas and perspectives to their original schools. A regular influx of new teachers would create energy, state-wide connections, and encourage career long connections to our institution.

Promising High School Juniors and Seniors from underserved populations and districts would be part of a Summer Residential School to begin work on their Education degrees as they finish High School and put on a "fast track" to completion, while being mentored / advised by R&D instructors. Areas where there are teacher shortage areas would be a focus.

### R & D School Faculty as Academic Advisors / Mentors

R & D faculty would serve as subject area and grade level advisors / mentors to future teacher-educators in the College of Education, following them throughout their college career (and perhaps beyond) helping students to connect and extend their experiences and learning in our irreplaceable classroom context. From our positive student responses mentoring in Level I and, of course, Level II work, our students desire and appreciate this "real world" connection.

### Education / Teaching Center as Locus for all Teacher Educators

"Methods Teachers" from all teacher certification areas will have collaborative office space at the R & D School / College of Education to assist and consult with curriculum development at the school, connect research and practice, possibly help teach, and to



help shared teacher education students find the connections between theory and the classroom.

**The Scholarship of Teaching : a Culture of Teaching**

A “Culture of Teaching” will be sustained by valuing effective teaching as our Most Important mission at UNI. Professors identified by students and peers as exceptionally effective would be rewarded with a variety of possibilities depending on their interests and inclinations: (1) freed from committee work, advising, PAC and other non-teaching duties for a pre-determined period of time, or (2) given intensive Ed Tech support to get a course on-line to broaden their audience (3) release time to disseminate their curriculum approaches / projects / lectures / discussions (4) becoming a Scholarship of Teaching Fellow who would work with other professors to help them become more effective and/or become a subject for study on effective teaching, or 5) a proposal created by the chosen professor.

Rick Knivsland

— Untitled attachment 00297.htm —

— Attachments: —

A Culture of Teaching.pages	152 KB
Untitled attachment 00297.htm	92 bytes

**Subject:** Fwd: PDS and Lab School

**From:** "Dwight C. Watson" <dwright.watson@uni.edu>

**Date:** 2/20/2012 2:09 AM

**To:** Mary-Sue Bartlett <mary-sue.bartlett@uni.edu>

Please print

Sent from my iPad

Begin forwarded message:

**From:** Becky Hawbaker <[becky.hawbaker@uni.edu](mailto:becky.hawbaker@uni.edu)>

**Date:** February 16, 2012 8:41:30 PM CST

**To:** [ben.allen@uni.edu](mailto:ben.allen@uni.edu), Gloria Gibson <[gloria.gibson@uni.edu](mailto:gloria.gibson@uni.edu)>, "Dr. Dwight C. Watson" <[dwright.watson@uni.edu](mailto:dwright.watson@uni.edu)>

**Cc:** Lyn Countryman <[Lyn.Countryman@uni.edu](mailto:Lyn.Countryman@uni.edu)>, Nadene Davidson <[nadene.davidson@uni.edu](mailto:nadene.davidson@uni.edu)>, "Melissa L. Heston" <[Melissa.Heston@uni.edu](mailto:Melissa.Heston@uni.edu)>, Cherin Lee <[Cherin.Lee@UNI.edu](mailto:Cherin.Lee@UNI.edu)>

**Subject:** PDS and Lab School

I was shocked and dismayed to read on the online edition of the Courier that UNI is considering elimination of all or part of Price Lab School and replacing it with virtual and distributed partnerships with other schools and districts.

For the last five+ years, I have worked tirelessly to establish a strong Professional Development School partnership with the Cedar Falls and Waterloo School Districts, and we have built a great model that I am proud of. However, it is my strong opinion that this model cannot replace what Price Lab School provides to our teacher education program, let alone what they provide to the state, nation, and world in outreach, professional development, and research. If UNI expects to be premier, I believe we must have BOTH a strong PDS network AND a strong R&D/lab school.

I certainly hope that you are well aware of the following:

- The UNI PDS with Cedar Falls and Waterloo has made great strides, including the signing of the Articulation Agreement and cost sharing

the compensation for the teachers who serve as our Site Coordinators, HOWEVER, we have NOT taken this model to scale at ANY level of our teacher education program. We are closest at Level 1, where about 50% of the 300-400 Level 1 students benefit from PDS supervision of their experience. We do not have, nor have been asked to develop, any models to replace Price Lab School. Our PDS Site Coordinators have not been asked to recruit anywhere near the capacity required to replace Price Lab, and fall short in a number of areas as is.

- Price Lab School provides placements for 600+ Level 2 field experience placements each year, plus miscellaneous placements and experiences for 50+ other UNI courses that total more than 20,000 student contact hours per year. (I was asked for the list of these courses and experiences in the fall, so I assume you have these, let me know if you need them again). The UNI PDS has experimented with a model that placed a small number (about 40) Level 2 students in other schools. We found that this model required hiring a university supervisor to provide the the extensive mentoring needed to assist the student in completing the Level 2 Teacher Work Sample and that it was very difficult to find sufficient supervisors to meet demand. Among my current cadre of retired teachers who serve as PDS Supervisors, only ONE of them is willing to do Level 2 supervision because it is too demanding.

- As the person responsible for making the Level 1 (Level 2) and elementary/middle Level 3 placements in area schools, I can personally attest to the high degree of stress and difficulty in finding enough willing, qualified, and competent mentor teachers for current demand WITH significant current contributions from Price Lab. UNI Secondary Methods faculty report ongoing difficulties as well in a number of areas. I believe it is impossible to maintain quality placements for UNI teacher education students without Price Lab School.

- The support and active involvement of Price Lab School faculty, who clearly understood both the demands of K12 teaching and the need for quality mentoring of preservice teachers built and sustained the UNI

PDS. They piloted and helped us build the supervision model for Level 1 and non-PLS Level 2. They created the curriculum for the Mentoring Preservice Teachers courses we offer as low-cost graduate credits through Continuing Ed. They have served as small group discussion leaders for the Level 1 field experience students to add an additional layer of mentoring. They have been an engine of innovation in mentoring practices that I communicate out to our partner schools for the benefit of all. Future improvements to our PDS model depend on future innovations by Price Lab teachers.

•In potentially closing Price Lab, UNI loses all state-foundation aid funding that would have otherwise been generated by educating K-12 students. Price Lab was on track to grow by more than 50 students prior to this announcement, above last year's total. Lessons from 2002 tell us that we will lose more than a 1/3 of total students and all new students with uncertainty from UNI, only now that translates directly into dollars.

I stand ready to advise and assist you and I urge you to recalculate your announced decision regarding Price Lab School in light of its impact on UNI teacher education.

--

Becky Wilson Hawbaker  
Director of the Professional Development School (PDS)  
Coordinator of Field Experiences  
Coordinator of Teacher Education Initiatives at Price Lab School  
University of Northern Iowa  
office (319) 273-7664  
fax (319) 273-6457

**Subject:** Fwd: A Message from UNI President Ben Allen  
**From:** "Dwight C. Watson" <dwright.watson@uni.edu>  
**Date:** 2/20/2012 2:13 AM  
**To:** Mary-Sue Bartlett <mary-sue.bartlett@uni.edu>

Please print

Sent from my iPad

Begin forwarded message:

**From:** [ben-allen@uni-mail.org](mailto:ben-allen@uni-mail.org)  
**Date:** February 16, 2012 5:24:32 PM CST  
**To:** [dwright.watson@uni.edu](mailto:dwright.watson@uni.edu)  
**Subject:** A Message from UNI President Ben Allen

Office of the President - University of Northern Iowa

February 16, 2012

The higher education landscape has changed dramatically, both in Iowa and throughout the nation. As leaders in higher education, we have a responsibility to our students, their parents and taxpayers of Iowa to maintain our excellent academic reputation, enhance access and affordability, and prepare for the future. In times like these, we must define our future before circumstances dictate it for us.

Changes have been made during the past few years to prepare us for the future. Unfortunately, those changes were not enough. We continue to need to make strategic budget decisions by reallocating and aligning resources to support our core mission and values.

Academic and non-academic programs, support services, and outsourcing opportunities are being reviewed. Malcolm Price Lab School, the UNI Museum, Panther Athletics and UNI Print Services are included in this review. We will announce academic program mergers and closures. The academic programs are those with low enrollment and few graduates. Students enrolled in those programs will be allowed to finish their programs.

We are working with the Board of Regents, State of Iowa, and consulting with applicable stakeholders, to make changes now to

ensure the educational experience we want for every student exists in the future. Making difficult decisions today will help ensure that we continue our tradition of excellence. We believe these decisions will result in an institution that retains and builds on its historic strengths, while aligning us for future success in a challenging and competitive education environment.

Thank you for your confidence and support.

Sincerely,

Ben Allen

Office of the President  
20 Seerley Hall  
University of Northern Iowa  
Cedar Falls, IA 50614

**Subject:** Fwd: MPLS talk points to use with family, faculty, etc.

**From:** "Dwight C. Watson" <dwight.watson@uni.edu>

**Date:** 2/20/2012 2:41 AM

**To:** Mary-Sue Bartlett <mary-sue.bartlett@uni.edu>

Please print

Sent from my iPad

Begin forwarded message:

**From:** Stacey Christensen <[stacey.christensen@uni.edu](mailto:stacey.christensen@uni.edu)>

**Date:** February 17, 2012 3:54:09 PM CST

**To:** "Countryman Ph.D. Countryman" <[lyn.countryman@uni.edu](mailto:lyn.countryman@uni.edu)>

**Cc:** Stacey Christensen <[stacey.christensen@uni.edu](mailto:stacey.christensen@uni.edu)>, James O'Connor <[james.oconnor@uni.edu](mailto:james.oconnor@uni.edu)>, "Dr. Dwight C. Watson" <[dwight.watson@uni.edu](mailto:dwight.watson@uni.edu)>

**Subject:** MPLS talk points to use with family, faculty, etc.

Lyn,

I'm sure you already know all of these points, but sometimes it helps to have something in writing. Feel free to use these as a guide with questions you might be getting from parents, teachers, etc.

---

— Untitled attachment 00246.htm —

Stacey Christensen  
University of Northern Iowa  
Public Relations Manager  
[stacey.christensen@uni.edu](mailto:stacey.christensen@uni.edu)  
319-273-6728  
[www.uni.edu/newsroom](http://www.uni.edu/newsroom)

---

— Attachments: —

Talking Points Lab School.docx	15.3 KB
Untitled attachment 00246.htm	493 bytes



## **Talking Points – Dr. Lyn Countryman, Malcolm Price Lab School**

- The higher education landscape continues to change both here in Iowa and throughout the nation. UNI continues to educate students with continued state budget cuts for the past three years and a challenging economy. In light of this, UNI is in the process of making long-term strategic decisions to reallocate and align resources to define its future.
- The Malcolm Price Lab School is not a separate entity, but is a part of the University. As we review all programs at UNI, academic and non-academic, the Lab School program and budget is included in this review. It is important to fully assess the viability of the laboratory school model, the condition of the physical building structure and the long-term vision for a statewide research and development school model.
- There has been no decision by the university to close the lab school. Any action of this kind does require legislative action and approval. To date, there has been no review or action regarding the Malcolm Price Lab School within the 2012 Iowa Legislative session.
- Making the difficult choices today will help ensure that we continue the academic excellence of UNI. We are taking great care to work through options. No decisions are finalized at this time, but details will be shared when available.
- UNI has a responsibility to make decisions in the best interests of our educational community and the state of Iowa. We have a responsibility to students, their parents, taxpayers and donors of UNI to strengthen our core mission, maintain our excellent academic reputation, enhance access and affordability, and prepare for the future.
- We will continue to work the Board of Regents and the State of Iowa, throughout this process. As we announce the decisions, there may be changes that will impact staff and faculty, but we will move forward with respect and compassion.

**Subject:** Re: Price Lab School and Jacobson Center  
**From:** Rick Traw <rick.traw@uni.edu>  
**Date:** 2/20/2012 6:51 AM  
**To:** "Dwight C. Watson" <dwright.watson@uni.edu>  
**CC:** Salli Forbes <salli.forbes@uni.edu>

Thanks, Dwight. We will work on this.

On Sun, Feb 19, 2012 at 10:14 PM, Dwight C. Watson <dwright.watson@uni.edu> wrote:  
Rick, I think you can craft an honest statement of support for the program, but you must also state that there is still much work to be done.

Sent from my iPad

On Feb 17, 2012, at 5:16 PM, Rick Traw <rick.traw@uni.edu> wrote:

Dean Watson,

Jim Stichter called this morning (Friday), asking whether we would be willing to issue a statement of the Jacobson Center's support for MPLS. We want to check with you before doing anything, and we also want to make you aware of our current stance towards the lab school.

First, we would issue such a statement only if you thought this would be a proper step to take. Second, while we are certainly supportive of the PLS elementary and middle grades' continued involvement with the Partnerships in Comprehensive Literacy program, and while we do believe we have seen constructive growth in their approach to literacy teaching and learning this year, our support is not without reservations. We do not believe that all of the literacy teaching at the school is as consistent with effective research-supported practice as it might be. We have also been somewhat taken aback at the high number of students in the elementary and middle grades who are currently below proficiency in reading and writing, and at what we perceive to be a hesitance on the part of the Director to deal with this issue. We are not sure whether she will take action on this issue, but we believe the school needs to invest in an interventionist for the sake of the children who need this specialized help. This step is also required for Price Lab to be a true implementer of the PCL model. We do hope to be able to continue in our collaboration with the lab school, and we do believe there is great potential for it to truly become the state's R & D school, but we also believe that

there are real challenges to be overcome. A final concern is that the Jacobson Center has no connection to grades 9-12, and thus, we do not think it would be appropriate for us to address that unit of the school at all in any statement that might be forthcoming.

We were hoping to raise these issues at a meeting that Salli has just scheduled with you for later in March. With the news that Price Lab may be in for significant changes and Jim's request for our support, the issues have been brought to the forefront, and we think we need to put them before you now. We seek your input on whether we should involve the Center in this issue. We are mindful of the political volatility involved here, and we would proceed only with your approval.

Thanks for any advice you can lend. If we can be of any help as you deal with this very difficult challenge, please let us know.

Rick & Salli

--

Rick Traw  
Literacy Education, Dept. of Curriculum & Instruction  
University of Northern Iowa

Rick Traw  
Literacy Education, Dept. of Curriculum & Instruction  
University of Northern Iowa

**Subject:** Re: results of faculty survey of Acting Director  
**From:** "Dwight C. Watson" <dwright.watson@uni.edu>  
**Date:** 2/20/2012 7:48 AM  
**To:** "jody.stone@uni.edu" <jody.stone@uni.edu>

When I read it, I could not get positiveness. I will get Nadene to do the discerning. What is the first thing on your mind?

Sent from my iPad

On Feb 20, 2012, at 7:06 AM, [jody.stone@uni.edu](mailto:jody.stone@uni.edu) wrote:

Dwight,

This is pretty much the last thing on my mind at this time. I vote for just letting it go. The ratings are extremely positive overall. Looks like 4-5 people are still upset about the room change fiasco. It may not matter anyway, as the rumors are running wild. This morning I got an email from a community member that a March 1 announcement would be made about high school closing. I know you have probably received your "talking points" from the provost, as Lyn has, and cannot talk about it but this decision-making in the total absence of data, discussion and an alternative plan are beyond ridiculous.  
Jody

On 2/20/2012 3:21 AM, Dwight C. Watson wrote:

I read through the survey and response. This raw data response can sometimes be unnerving. I remember receiving such from Eau Claire. I thought I was working my butt off to the good of everybody and then when I read some of the comments, I could point back to individual people and I was upset, frustrated, and derailed. I eventually had some of my peer deans meet with me and they were able to sort through the five key strengths and need for improvements. I ask that Nadene and Jody do just this because the raw data at times is a bit too raw.

Sent from my iPad

On Feb 15, 2012, at 9:46 AM, [jody.stone@uni.edu](mailto:jody.stone@uni.edu) wrote:

Dr. Watson, Dr. Davidson and Dr. Countryman

I have attached a document containing the results of the director evaluation survey completed by our faculty. It contains all of the raw data and comments. I have not synthesized the data into any kind of conclusion and in fact did not actually read all of the comments. Let me know if you need more from me on this.

Thanks,

Jody

<director evaluatin by PLS faculty.doc>

**Subject:** RE: Concise plea for MPLS

**From:** "Dr. Dwight C. Watson" <dwright.watson@uni.edu>

**Date:** 2/20/2012 5:29 PM

**To:** "'Joanna Thompson'" <joanna.thompson-yezek@uni.edu>

Read and received your e-mail. All official communications will be coming forth from the President's office.

Dr. Dwight C. Watson  
Dean, College of Education  
University of Northern Iowa

**From:** Joanna Thompson [mailto:joanna.thompson-yezek@uni.edu]

**Sent:** Monday, February 20, 2012 11:39 AM

**To:** Benjamin Allen; Gloria Gibson; Dwight Watson

**Subject:** Concise plea for MPLS

President Allen, Dean Watson, & Provost Gibson:

I was dismayed to discover through the news media and a small mention in a presidential letter that the continuation of education at Malcolm Price Laboratory School is under review here at UNI. The manner in which the MPLS public discovered this review is unconscionable and reflects poorly on the priorities of UNI. This negligent announcement sent a clear message to the faculty, students, and parents at MPLS that education is no longer a high priority here, nor is communication, compassion, or community.

I would like to plead for the future of MPLS. I don't want to point out the almost overwhelming dedication to learning and caring that exists at MPLS, nor do I want to dwell on the excellent educational opportunities my son receives by taking part in a multicultural laboratory-style learning environment. Instead, I would like to remind you that the educating of educators lies at the very foundation of the University of Northern Iowa. Without the innovation that is the laboratory school, without the opportunities presented to the aspiring teachers within the College of Education, without the unprecedented experiences offered by UNI through the lab school; the small university here in Cedar Falls we all take pride in would have nothing as unique to offer to those young people wishing to become teachers. Education lies at the heart of this university and removing the laboratory school experience from the College of Education would be a loss not easily suffered. What draws teaching students to UNI? I believe the lab school is one of the largest. This innovative approach to the education of educators is paramount to the continuation of this university. I implore you to redeem the confused priorities of the university by continuing to offer this opportunity, not only for the current and future students at MPLS, but for the future of education in Iowa.

Thank you for your time,  
Joanna Thompson-Yezek  
MPLS parent, UNI employee, UNI alumna (2nd generation)

--  
Joanna Thompson-Yezek  
CTLM Lead Technical Writer  
University of Northern Iowa  
E. Bartlett Hall 225  
Cedar Falls, Iowa 50613

Skype: joanna.thompson-yezek  
(319) 273 7361  
[joanna.thompson-yezek@uni.edu](mailto:joanna.thompson-yezek@uni.edu)

**Subject:** RE: R & D Schools

**From:** "Dr. Dwight C. Watson" <dwight.watson@uni.edu>

**Date:** 2/20/2012 6:07 PM

**To:** "'Harvey Heisterkamp'" <alan.heisterkamp@uni.edu>

Thank you

Dr. Dwight C. Watson  
Dean, College of Education  
University of Northern Iowa

**From:** Harvey Heisterkamp [mailto:alan.heisterkamp@uni.edu]

**Sent:** Monday, February 20, 2012 12:08 PM

**To:** Dwight Watson

**Cc:** Benjamin Allen

**Subject:** R & D Schools

Dwight,

I was encouraged by the Waterloo Courier's article featuring President Allen's thoughts related to the concept of a "state-wide" lab school. I strongly believe this approach to UNI's R & D school has tremendous merit - especially in light of the programming and curricular developments with STEM, social and emotional learning and the Center for Violence Prevention, as well as other initiatives. Superintendents of schools in Iowa value what happens here on campus. An opportunity for them to partner more closely with UNI and the "lab school" would serve a greater population of Iowa's professional staff and students alike.

Please let me know if there's anything I can do to assist this initiative moving forward. It makes sense.

All best,  
Alan

**Subject:** List

**From:** "Dr. Dwight C. Watson" <dwright.watson@uni.edu>

**Date:** 2/20/2012 9:38 PM

**To:** "'Mickey Mack'" <mickey.mack@uni.edu>

This is what is being flagged. What are your thoughts?

- o School of Health, Physical Education, and Leisure Services
- § Minors
- § Physical Education-Elementary Teaching
- § Undergraduate Majors (B.A.)
- § Health Education-Teaching

Dr. Dwight C. Watson  
Dean, College of Education  
University of Northern Iowa



**Subject:** Please support Malcolm Price Laboratory School  
**From:** Aubrey A Huber <aubreyahuber@gmail.com>  
**Date:** 2/21/2012 7:15 AM  
**To:** undisclosed-recipients;;  
**BCC:** dwight.watson@uni.edu

To Whom It May Concern:

My name is Aubrey A. Huber and I am currently a PhD candidate studying pedagogy at the Southern Illinois University Carbondale. I am a Malcolm Price Laboratory School (MPLS) graduate (2003) as well as a University of Northern Iowa graduate (BA, 2007). I am writing on behalf of MPLS based on recent information about the potential closing of this school. As a former College of Education student, doing both my level II, level III, and student teaching at MPLS I am shocked and distressed by the possibility of closing MPLS. If the state of Iowa wants UNI to remain ranked as one of the "Best Midwest Universities" with "exceptional programs such as education," as is posted on on the Board of Regents website, the state cannot close MPLS.

If MPLS is eliminated the state will not only lose its premier research and development K-12 institution, known throughout the country, UNI students will also lose the opportunity to work with experienced educators who are able to mentor them as the future educators of our state and nation. Many of the MPLS faculty members are nationally board certified in their areas of expertise in addition to having their MA or PhD. Not only are these teachers exceptional elementary and secondary teachers, they provide unique insight, guidance, and knowledge to their undergraduate and graduate students. In my experience, I received much more time with MPLS teachers to plan, strategize, and discuss teaching, than was possible when working with public school teachers.

UNI administration has suggested that the local public school systems could absorb the pre-service teachers that go through MPLS every year. Though I have worked with many dedicated public school educators, it is not just to ask public school teachers who teach all day, with perhaps only one planning period, to take on teacher education students. We should not be asking public school teachers to further sacrifice their time to learn how to teach and mentor teacher education students. If we ask public school teachers to take on UNI teacher education students, in addition to their own classes, not only will their pupils' education suffer but so will the education of our future Iowa teachers.

If the state cuts MPLS, UNI's College of Education will no longer be a premier choice for future teachers. My decision to become a teacher was greatly influenced by my ability to work with the faculty and students at MPLS, where experiential and rigorous learning is highly valued. Without MPLS I would have chosen to leave the state in search of a like-place. However, as I researched pedagogy and education both for my MA degree, and continuing to study pedagogy to earn my PhD, I am learning very few places like MPLS exist. As a result teacher education students across the country get less and less time learning to teach with experienced educators, which makes many feel ill-prepared and unready when they enter the classroom.

Had it not been for MPLS I would never have become a teacher nor would I be continuing graduate study education and pedagogy. MPLS is a valuable asset to UNI and the state of Iowa. Please support this school help it to remain open and continue the quality education teacher education students can receive at the University of Northern Iowa.

Sincerely,

Aubrey A. Huber  
Assistant Director of the Core Curriculum  
Ph.D. Candidate  
Southern Illinois University Carbondale

important

**Subject:** important

**From:** "Lyn Countryman, Ph.D., NBCT" <lyn.countryman@uni.edu>

**Date:** 2/21/2012 8:39 AM

**To:** plspublic@uni.edu

Dear Parents,

The petition has been checked out and is ok.

lyn

Lyn Countryman, Ph.D.

Interim Director

Malcolm Price Lab School transforming into - Iowa's Research and Development School

University of Northern Iowa

Cedar Falls, Iowa 50613

124A

319-273-2614

*Inspiring Innovation in Education*

*The University of Northern Iowa provides transformative learning experiences that inspire students to embrace challenge, engage in critical inquiry and creative thought, and contribute to society.*

**UNI Mission**

**Subject:** Re: List

**From:** Mickey Mack <mickey.mack@uni.edu>

**Date:** 2/21/2012 8:59 AM

**To:** "Dr. Dwight C. Watson" <dwright.watson@uni.edu>

This is too broad to respond to. What specifically is being flagged so I could better respond?

On Mon, Feb 20, 2012 at 9:38 PM, Dr. Dwight C. Watson <[dwright.watson@uni.edu](mailto:dwright.watson@uni.edu)> wrote:

This is what is being flagged. What are your thoughts?

- o School of Health, Physical Education, and Leisure Services

- § Minors

- § Physical Education-Elementary Teaching

- § Undergraduate Majors (B.A.)

- § Health Education-Teaching

Dr. Dwight C. Watson

Dean, College of Education

University of Northern Iowa

**Subject:** Re: Concise plea for MPLS

**From:** Joanna Thompson <joanna.thompson-yezek@uni.edu>

**Date:** 2/21/2012 9:24 AM

**To:** "Dr. Dwight C. Watson" <dwright.watson@uni.edu>

Dr. Watson,

I appreciate your reply. Thank you for your time and consideration.

Joanna Thompson-Yezek

On Mon, Feb 20, 2012 at 5:29 PM, Dr. Dwight C. Watson <dwright.watson@uni.edu> wrote:

Read and received your e-mail. All official communications will be coming forth from the President's office.

Dr. Dwight C. Watson

Dean, College of Education

University of Northern Iowa

**From:** Joanna Thompson [mailto:joanna.thompson-yezek@uni.edu]

**Sent:** Monday, February 20, 2012 11:39 AM

**To:** Benjamin Allen; Gloria Gibson; Dwight Watson

**Subject:** Concise plea for MPLS

President Allen, Dean Watson, & Provost Gibson:

I was dismayed to discover through the news media and a small mention in a presidential letter that the continuation of education at Malcolm Price Laboratory School is under review here at UNI. The manner in which the MPLS public discovered this review is unconscionable and reflects poorly on the priorities of UNI. This negligent announcement sent a clear message to the faculty, students, and parents at MPLS that education is no longer a high priority here, nor is communication, compassion, or community.

I would like to plead for the future of MPLS. I don't want to point out the almost overwhelming dedication to learning and caring that exists at MPLS, nor do I want to dwell

on the excellent educational opportunities my son receives by taking part in a multicultural laboratory-style learning environment. Instead, I would like to remind you that the educating of educators lies at the very foundation of the University of Northern Iowa.

Without the innovation that is the laboratory school, without the opportunities presented to the aspiring teachers within the College of Education, without the unprecedented experiences offered by UNI through the lab school; the small university here in Cedar Falls we all take pride in would have nothing as unique to offer to those young people wishing to become teachers. Education lies at the heart of this university and removing the laboratory school experience from the College of Education would be a loss not easily suffered. What draws teaching students to UNI? I believe the lab school is one of the largest. This innovative approach to the education of educators is paramount to the continuation of this university. I implore you to redeem the confused priorities of the university by continuing to offer this opportunity, not only for the current and future students at MPLS, but for the future of education in Iowa.

Thank you for your time,

Joanna Thompson-Yezek

MPLS parent, UNI employee, UNI alumna (2nd generation)

Joanna Thompson-Yezek

CTLTM Lead Technical Writer

University of Northern Iowa

E. Bartlett Hall 225

Cedar Falls, Iowa 50613

Skype: joanna.thompson-yezek

(319) 273 7361

joanna.thompson-yezek@uni.edu

--

Joanna Thompson-Yezek  
CTLM Lead Technical Writer  
University of Northern Iowa  
E. Bartlett Hall 225  
Cedar Falls, Iowa 50613  
Skype: joanna.thompson-yezek  
(319) 273 7361  
[joanna.thompson-yezek@uni.edu](mailto:joanna.thompson-yezek@uni.edu)

**Subject:** MPLS Uncertainty

**From:** Nadene Davidson <nadene.davidson@uni.edu>

**Date:** 2/21/2012 11:00 AM

**To:** Trev Alberts <trevalberts@mail.unomaha.edu>, Gary Kroeger <garykroeger@msn.com>, Julie Creeden <jcreeden@cfu.net>, Joan Duea <joan.duea@uni.edu>, Norm Granger <grangernorm@hotmail.com>, Michelle Swanson <Michelle.Swanson@uni.edu>, Becky Hawbaker <becky.hawbaker@uni.edu>, Barbara Lounsberry <barbara.lounsberry@uni.edu>, Nancy Stevenson <stevens@umdnj.edu>, Bob Stephens <bobstephens@earthlink.net>, Clare Struck <clare.struck@uni.edu>, joshua henriksen <joshua.henriksen@uni.edu>, Jim Kelly <james.kelly@uni.edu>, Nadene Davidson <davidson@uni.edu>, Kristin Teig Torres <teigtk2@ihs.org>, "Dr. Dwight C. Watson" <dwight.watson@uni.edu>, Kyle Christiason <kchristiason@cfu.net>, omaopatarr@aol.com, Jim Stichter <jim.stichter@uni.edu>, Gary Kroeger <garyk@mudd.com>, Lyn Countryman <Lyn.Countryman@uni.edu>, Andrea Elliott <andrea.elliott@uni.edu>, allison barness <allison.barness@uni.edu>, sharethe1@msn.com, Dianna Briggs <dianna.briggs@uni.edu>, Tim Cooney <Timothy.Cooney@uni.edu>, Lynn Dykstra <lynn.dykstra@uni.edu>, seastman@cfu.net, "Lynn E. Nielsen" <lynn.nielsen@uni.edu>, Aaron Spurr <aaron.spurr@uni.edu>

Good morning,

For RAN Board members that are beyond the local area, I would like to share some recent action of President Allen. On Thursday, February 16, at 5:23 p.m., President Allen sent the following message to the UNI community:

**February 16, 2012**

***The higher education landscape has changed dramatically, both in Iowa and throughout the nation. As leaders in higher education, we have a responsibility to our students, their parents and taxpayers of Iowa to maintain our excellent academic reputation, enhance access and affordability, and prepare for the future. In times like these, we must define our future before circumstances dictate it for us.***

***Changes have been made during the past few years to prepare us for the future. Unfortunately, those changes were not enough. We continue to need to make strategic budget decisions by reallocating and aligning resources to support our core mission and values.***

***Academic and non-academic programs, support services, and outsourcing opportunities are being reviewed. Malcolm Price Lab School, the UNI Museum, Panther Athletics and UNI Print Services are included in this review. We will announce academic program mergers and closures. The academic programs are those with low enrollment and few graduates. Students enrolled in those***

*programs will be allowed to finish their programs.*

*We are working with the Board of Regents, State of Iowa, and consulting with applicable stakeholders, to make changes now to ensure the educational experience we want for every student exists in the future. Making difficult decisions today will help ensure that we continue our tradition of excellence. We believe these decisions will result in an institution that retains and builds on its historic strengths, while aligning us for future success in a challenging and competitive education environment.*

*Thank you for your confidence and support.*

*Sincerely,*

*Ben Allen*

As you can see he identified MPLS as an academic program that is being reviewed. This has caused great concern, and in addition, several local newspapers printed articles on Thursday afternoon with the following headlines: **UPDATE - UNI President: Cuts could be coming for academics, athletics, and lab school** (Waterloo Courier) and **Regents leaders say board is open to cuts at UNI Options include cutting programs, closing Price Lab school** (Cedar Rapids Gazette) <http://thegazette.com/2012/02/17/regents-leaders-say-board-is-open-to-cuts-at-uni/>.

This announcement comes at a time when MPLS has been identified as Iowa's Research and Development School as per the legislation that was passed a couple of years ago. The MPLS faculty is implementing the R&D Strategic Plan that was developed by a statewide stakeholder group that was identified in the legislation. The MPLS enrollment requests are up for next year. (The enrollment is capped by the legislation so actually there are more families requesting to attend MPLS than we can accept.) The number of teacher education candidates that have clinical experiences at MPLS continues to grow. ....and we had a very successful Legends of the Lab event in November with final accounting of over in \$15,000 net revenue.



We do not have any additional information at this time but do anticipate hearing something from President Allen in the next few days.

Regards,  
Nadene

**Dr. Nadene Davidson**

Interim Head

Department of Teaching

University of Northern Iowa

**Subject:** Fwd: Documents on the R&D

**From:** Patricia Geadelmann <patricia.geadelmann@uni.edu>

**Date:** 2/21/2012 12:27 PM

**To:** brenda.buzynski@uni.edu, Ben Allen <ben.allen@uni.edu>, dwight.watson@uni.edu, Gloria Gibson <gloria.gibson@uni.edu>

fyi -- These have been sent to Jeneane for conversations with legislators.

----- Original Message -----

**Subject:** Documents on the R&D

**Date:** Tue, 21 Feb 2012 12:23:06 -0600

**From:** Jane Larson <jane.larson@uni.edu>

**To:** Jeneane Brewer <jeneane.beck@uni.edu>

**CC:** patricia.geadelmann <patricia.geadelmann@uni.edu>

Let me know if you need anything else or have questions.

-- Attachments: -----

DRAFT 2.docx	17.2 KB
Case for Alternative RD Model.docx	166 KB

**DRAFT 2/21/12  
CONCEPT PAPER**

**Iowa's Research and Development  
Center for Education Innovation  
University of Northern Iowa**

The University of Northern Iowa proposes that the Research and Development School Model that was coupled with Malcolm Price Laboratory School become a separate center that focuses on innovation in PK-12 education research and development. This center will be situated within the College of Education and would be connected with preservice education as well as inservice professional development.

We envision the center as the hub and incubator for innovative research. The center would consist of a cadre of tenured professors, visiting researchers, scholars, teachers, and experts in residence who will work in collaborative partnerships with districts throughout the state.

The goals outlined in Senate File 470 for the research and development center will remain:

1. To raise and sustain the level of all prekindergarten through twelve students' educational attainment and personal development through innovative and promising teaching practice
2. To enhance the preparation and professional competence of the educators in this state through collaborative inquiry and exchange of professional knowledge in teaching and learning
3. To focus on research that transforms teaching practice to meet the changing needs of this state's educational system.

The new model will capitalize on the breadth of university disciplinary expertise from across the campus. We envision a "think tank" model wherein critical research questions would be identified and research would be theoretical, empirical and applied. Funding arrangements would be established to allow and encourage visiting scholars, practitioners, DE staff, and other experts to be engaged, depending on the project. Work will be done with partner districts on research initiatives that enhance students' performance. These research initiatives could be organic based on the needs of the school as well as specified based on the research needs of the state. For example, the center could focus on a state need for generating, piloting, and researching the

effectiveness of project-based education in a competency-based teaching and learning environment. Another example would be focused on educational policy in which areas of parental engagement, human capital, staffing models, administrative practices, and finance might be addressed.

The center would also act as a clearing house for innovative pedagogical techniques and curriculum design and development. The center would create a repository of innovative research and practices that PK-12 teachers throughout the state can assess. These innovations would be captured through video vignettes (modeled lessons) as well as lesson plans, unit plans, research papers, and descriptive articles of the scholarship of teaching and learning. Maximum use of technology will be used to disseminate research findings and engage practitioners.

The center would also be the site in which Iowa's schools could seek support for professional development, design of assessment systems, the modeling of best practices, and the showcasing of transformative research. This component of the center will also coordinate the distribution of services of other university centers and programs that have a PK-12 dissemination focus. Examples include the Regents' Center for Early Developmental Education; the Center for Disability Studies in Literacy, Language, and Learning; the Freeburg Early Childhood Program; the Richard O. Jacobson Center for Comprehensive Literacy; and the Center for Teaching and Learning Mathematics. As the center's faculty are distributed across the state, they could serve as placement coordinators of preservice teachers so that the preservice teachers would have a broader arena of practice to complete their clinical requirements.

In summary, the proposed Iowa's Research and Development Center for Education Innovation will:

- Be the clearing house for education innovation;
- Conduct transformative research;
- Provide professional development for practicing teachers;
- Broaden the arena of practice for preservice teachers; and
- Synergize existing services of other active PK-12 centers across the university.

## **CASE FOR AN ALTERNATIVE RD MODEL**

### **Background**

The University of Northern Iowa (UNI) is strongly committed to being the premier Pre K-12 higher education institution in the state and among the best in the nation. In his installation address in September 2006, UNI President Benjamin J Allen emphasized the importance of this priority but also the need to make changes when necessary:

“We MUST have UNI positioned to be the leading academic institution in the State of Iowa for Prek-12 issues. ...the University of Northern Iowa must be unchallenged on its leadership on issues related to pre-K through 12. If we are not now in that position, we must assess our position and determine priorities and strategies to be in that position. Given the recent criticisms of all Colleges of Education and teacher education programs, we must have the courage to do some introspection and assessment of our own program to determine how much responsibility we have for some of the problems, and how much potential we have to be a leader in finding the solution.”

For the first time ever, the priority of being the leader in Pre K-12 education was made one of the six priorities or goals of the University Strategic Plan (Goal 3: Lead the State and Nation in Pre K-12 Education). The process of developing this plan included the vetting of the goals and priorities with stakeholder groups across campus. This Pre K-12 Education priority was not a priority in the other three earlier university strategic plans dating back to 1996. Further evidence of making Pre K-12 education a priority lies in the fundraising efforts that have resulted in gifts like the largest ever to UNI (\$11 million) to create a Literacy Center in the College of Education.

### **Original Creation of R&D School Model**

The legislation creating the R&D School Model was initiated via Senate File 470, Spring 2009, with a question about whether a R&D School should be located at the Price Lab School. Full consideration to the broader array of R&D resources and expertise found across the entire campus and the importance of locating the research in a variety of school settings was not given at the time. The recommended alternative, “Iowa’s

Research and Development Center for Education Innovation,” will allow for better optimization of resources. The population limits in the statute for Price Laboratory School result in above average costs for instruction per pupil, as well as limit some research due to sample size.

### **Premises for an Alternative R&D Model**

The R&D model will involve more of the teaching, research and outreach resources on campus by having a broader base—not just the Lab School, in fact, not just the College of Education. We envision a “think tank” involving members of faculty and staff from across campus. Critical research questions would be identified and research would be conducted to inform practices and education policy. Examples might include research on assessments, human capital, staffing models, administrative practices, finance, as well as teaching and learning models. Funding and arrangements would be established to allow/encourage visiting scholars, practitioners, DE staff, etc. to be engaged in the research depending upon the project.

The R&D model will involve more authentic settings for the research to be conducted and applied and for teaching and learning models to be developed. This can best be accomplished by forming selected partnerships with school districts across the state depending upon the nature of the research or type of development issue—e.g., best teaching or science practices in rural, urban, or suburban schools.

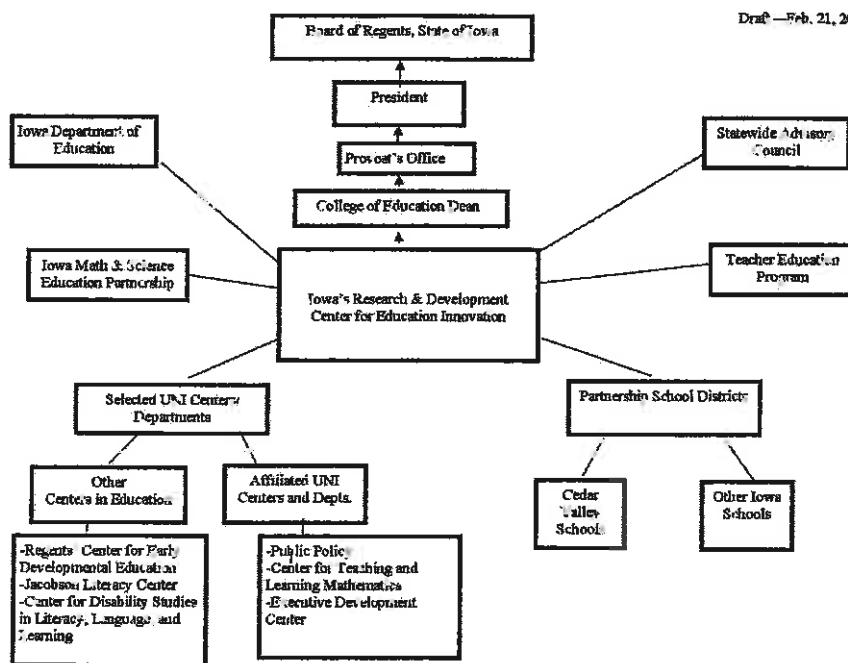
The R&D model will address a much wider range of issues with more robust results by having flexibility in terms of resources applied to an issue and the partnership with school districts. For example, for a particular research issue, faculty from several universities and education experts from public and private entities could collaborate with a particular school district over multiple years. After the research and development process is completed, the project, including the partnership, would be dissolved and new partnerships developed based upon other needs.

### **Advantages of the Alternative Model**

Research and development outcomes would be much more robust because the classroom situations would be much more reflective of the variety of classroom settings across the state than currently exist at Price Lab School. Research could be focused on a diversity of student populations, classrooms, and community settings.

- The DE/UNI partnership would gain much more visibility and credibility by having partnerships with school districts located in different parts of the state.
- UNI would set aside funds to actually conduct research and collaboration with others outside UNI to get the best minds involved in designing the research.
- A much wider variety of research questions can be addressed and hypotheses tested by having a broader set of disciplines and testing sites involved.
- UNI as a national leader would be enhanced by having a mechanism for having nationally prominent education scholars and thinkers connected to the “think tank” or on particular projects being conducted. More importantly, the State of Iowa would benefit by having these world class educators involved.
- UNI preservice students would be exposed to a broader range of classroom settings for clinical experiences.
- The center will be led by UNI under the governance of the Board of Regents, State of Iowa, and operate in partnership with the Iowa Department of Education. An advisory board of representing education stakeholders will be formed, including representatives of the University of Iowa and Iowa State University. The center will work in cooperation with existing UNI centers, as well as the Iowa Math and Science Partnership to leverage expertise. A draft model is attached for illustrative purposes.

Draft — Feb. 21, 2012





**Subject:** Re: List

**From:** Mickey Mack <mickey.mack@uni.edu>

**Date:** 2/21/2012 12:47 PM

**To:** "Dr. Dwight C. Watson" <dwright.watson@uni.edu>

**CC:** Mickey Mack <mickey.mack@uni.edu>

Dean Watson,

I think I now understand this email in that two areas of HPELS are being flagged, PE - Elementary teaching minor and the Health Education - Teaching major. Sorry for my previous response.

First, in the Health Division's curriculum proposal that they completed and I presented to you this fall, that major was dropped and students have been advised accordingly. However, it should also be noted that the Health Education minor is very active, with 85 students, and is considered a high-need content area. Thus, we are advising prospective teachers to get a Health Education minor because while it is a much-needed area of content within Iowa very few schools have a full-time Health Education teacher. It is much more likely that they teach 3/4 time in some other area and 1/4 in Health. (We also have 106+ current teachers taking courses in our online Health Education program trying to get their endorsement because they are or will be teaching Health in their district.)

Considering the PE - Elementary teaching minor, this has very few students (4 currently). We have not dropped the program because all of these courses are taught for the PE - Teaching major (144 majors). Thus, in our eyes this minor is "free" and dropping the minor will not have any cost savings.

Hope this helps,  
Mick

On Mon, Feb 20, 2012 at 9:38 PM, Dr. Dwight C. Watson <dwright.watson@uni.edu> wrote:

This is what is being flagged. What are your thoughts?

o School of Health, Physical Education, and Leisure Services

§ Minors

- § Physical Education-Elementary Teaching
- § Undergraduate Majors (B.A.)
- § Health Education-Teaching

Dr. Dwight C. Watson

Dean, College of Education

University of Northern Iowa

**Subject:** Fwd: A Message from UNI President Ben Allen  
**From:** "Lyn Countryman, Ph.D., NBCT" <lyn.countryman@uni.edu>  
**Date:** 2/21/2012 4:24 PM  
**To:** plspublic@uni.edu, PLS PTP <pricelabptp@gmail.com>

Begin forwarded message:

**From:** [ben-allen@uni-mail.org](mailto:ben-allen@uni-mail.org)  
**Subject:** A Message from UNI President Ben Allen  
**Date:** February 21, 2012 4:09:56 PM CST  
**To:** [lyn.countryman@uni.edu](mailto:lyn.countryman@uni.edu)

Office of the President - University of Northern Iowa

February 21, 2012

Dear Malcolm Price Laboratory School Families,

Dean Dwight Watson, Provost Gloria Gibson and I invite you to join us for a meeting on Wednesday, February 22 in the Malcolm Price Laboratory School auditorium, where I will provide information regarding my recommendations for the school. To accommodate family schedules, we are offering two different meeting options, one at 5:30 p.m. and one at 7:30 p.m.

We look forward to seeing you tomorrow evening.

Sincerely,

Benjamin J. Allen  
President

Office of the President  
20 Seerley Hall  
University of Northern Iowa  
Cedar Falls, IA 50614

Lyn Countryman, Ph.D.  
Interim Director  
Malcolm Price Lab School transforming into - Iowa's Research and Development School  
University of Northern Iowa

Fwd: A Message from UNI President Ben Allen

Cedar Falls, Iowa 50613

124A

319-273-2614

***Inspiring Innovation In Education***

*The University of Northern Iowa provides transformative learning experiences that inspire students to embrace challenge, engage in critical inquiry and creative thought, and contribute to society.*



**UNI Mission**

**Subject:** Meeting notes from 2/20

**From:** Aimee Klostermann <aimee.klostermann@uni.edu>

**Date:** 2/21/2012 4:53 PM

**To:** dwight.watson@uni.edu, Nadene Davidson <nadene.davidson@uni.edu>

**CC:** Tera Weber <tera.weber@uni.edu>

Dean Watson,

It was a pleasure to meet with you yesterday. You had asked Tera and I to type up some of our main talking points. I have attached them.

Please let us know if there is anything else you need.

Have a great evening,

Aimee

--

Aimee Klostermann  
UNI Child Development Center  
1 PLS, 19th & Campus St.  
Cedar Falls, IA 50614-0611  
Interim Coordinator  
319-273-3946  
[www.uni.edu/cdc](http://www.uni.edu/cdc)

---

— Attachments: —

Talking Points.docx

139 KB

## **Talking Points**

**2/20/12**

Tera Weber and Aimee Klostermann meeting with Dean Watson

1. Tera and Aimee met with the Dean to discuss the UNI CDC, including its fiscal viability, the dual leadership role in place now, potential for growth, and physical location.
2. We were happy to know that our budget is doing okay. We talked about a few expenses coming up that were not really anticipated. The fingerprinting issue for relicensure is going to cost more than we thought. Each fingerprint has a \$10 charge (whether the CF police station does it or Public Safety) plus a \$30.25 charge to get them processed. Not as many student staff has the fingerprinting completed as we originally thought. We are thinking this endeavor would cost around \$2000. There are ten lead teachers, and 40 student staff. We just talked with Child Care Resource and Referral, and they are having a special date set aside at the CF police department to get fingerprints done for \$5 each. This date is at the end of March. We want to take advantage of that, as that will save some money.

We have about 25 students with work study. We are stretching their work study out as much as possible. We are very conscientious about sending staff home when we do not need them (i.e. low on children). We do have many participants come into our classrooms, but they do not count in our ratio.

Tera and Aimee are in the process of submitting materials to the Quality Rating System (QRS). This certificate was obtained three years ago and can be renewed again. We achieved the highest level, Level 5, last time and are aiming to do that again. This program gives money to the participants once the paperwork has been completed and approved. We are aiming for Level 5, which awards \$4000. This will greatly enhance our budget as we can use the money for anything.

We are just starting the process of determining enrollment for summer and fall. We are sending a letter out to our waiting list to see who is going to remain on the list so we can fill in any gaps we might have open after we've asked our current families who is going to be attending next year.

We also talked about our Head Start contract and that it looks like only four hours of care for Head Start children are covered each day. We need to meet with Kim to determine what our next steps are in what do with our families in order to get the rest of the day paid for. This brings up many issues because parents could just choose to bring their children 4 hours a day, but the parents would have to adhere to that and get charged if they do not. Staffing patterns would change if children only came part time.

3. We were very pleased to hear that our program is fiscally viable, the leadership is stable, and that UNI is committed to maintaining the Child Development Center. With the news the President came out with regarding potential cuts for PLS, some teachers and parents became very apprehensive even though our name was not specifically mentioned. We have told the teachers about UNI being committed to sustaining our Center, which can then be passed on to parents as they ask questions.
4. So far the dual leadership role between Tera and Aimee has worked out well. We've each taken on different roles in order to be organized, showcase our talents, and get what needs to be done completed on a daily basis. We understand we need to discuss what our plans are for this summer and next year with Nadene in terms of Interim Coordinator. We are trying to determine what is best for the center.
5. Although we do not know what will happen to PLS, we discussed a little bit about potential growth and physical location. It sounded like we would remain in this building for at least another year regardless of what happens to the rest of school. There was a concern about vending food, but we can get food catered from the dining centers or Hy-Vee. In the past, we've gotten our food for lunches from the Towers dining center. These possibilities will be considered soon because we will need to provide lunches over the summer and we are not sure if PLS will be able to continue that service this summer.

**Subject:** advisory council  
**From:** Lyn Countryman <lyncountryman@gmail.com>  
**Date:** 2/21/2012 5:20 PM  
**To:** Kim Miller <kim.miller@uni.edu>

Dear all,  
Here are documents I have sent you before. Here they are in one place.

Two lists for advisory council

— Untitled attachment 00909.htm

— Untitled attachment 00912.htm

— Untitled attachment 00915.htm

Long strategic plan

— Untitled attachment 00918.htm

Short strategic plan  
Below Strategic planning council

— Untitled attachment 00921.htm

uni strategiac plan

— Untitled attachment 00924.htm

Lyn Countryman, Ph.D.  
Interim Director  
Malcolm Price Lab School transforming into - Iowa's Research and Development School  
University of Northern Iowa  
Cedar Falls, Iowa 50613  
124A  
319-273-2614  
*Inspiring Innovation in Education*



*The University of Northern Iowa provides transformative learning experiences that inspire students to embrace challenge, engage in critical inquiry and creative thought, and contribute to society.*

UNI Mission

— Attachments: —	
2011 R&D School Advisory Council.7-20-11.xlsx	13.9 KB
Untitled attachment 00909.htm	138 bytes
Advisory Council Attendees.3.25.11-1.xlsx	13.8 KB
Untitled attachment 00912.htm	164 bytes
R & D Strategic Plan 04.01.11.version.ONE.docx	66.1 KB
Untitled attachment 00915.htm	179 bytes
R&D Strategic Plan.DRAFT.7-21-11.docx	65.4 KB
Untitled attachment 00918.htm	223 bytes
UNI Strat Plan 9 2011 Action Plan G6.O1.S2.docx	15.9 KB
Untitled attachment 00921.htm	174 bytes
strategicPlanningComm.pdf	52.9 KB
Untitled attachment 00924.htm	13.4 KB

# 2011 Statewide Research & Development School - Advisory Council (2nd year)

Name	Title	Term (as of 2010)	Phone	E-mail	Address
Jason Glass	Director, Pre K-12 Education Department of Education		(515) 281-3436	<a href="mailto:jason.glass@iowa.gov">jason.glass@iowa.gov</a>	400 E 14th St Des Moines, IA 50319
Ben Allen	President University of Northern Iowa Interim Director		(319) 273-2566	<a href="mailto:ben.allen@uni.edu">ben.allen@uni.edu</a>	Seerley Hall 20 Cedar Falls, IA 50614
Lyn Countryman	Interim Director Malcolm Price Laboratory School		(319) 273-2614	<a href="mailto:lyn.countryman@uni.edu">lyn.countryman@uni.edu</a>	Malcolm Price Lab School 116B, Cedar Falls, IA 50613
1. Jim Young	4th Grade Teacher Hansen Elementary, Cedar Falls	1*	(H) (319) 266-5938 (W) (319) 553-2775	<a href="mailto:jim.young@cschools.org">jim.young@cschools.org</a>	5225 Norse Drive Cedar Falls, IA 50613
2. Michelle Davis	Middle School Mathematics Teacher Postville Community School District	2	(H) (563) 382-4744 (W) (563) 864-7651 ext. 241	<a href="mailto:mdavis@postville.k12.ia.us">mdavis@postville.k12.ia.us</a>	Postville Community School District P.O. Box 717 Postville, IA 52162
3. Jodi Tupper	High School Special Education Teacher North High School, Davenport	3	(H) (563) 355-5945 (C) (563) 349-3731	<a href="mailto:tupperj@davenportschools.org">tupperj@davenportschools.org</a>	626 West 53rd Street Davenport, IA 52806-2294
4. Allday Phomvisay	Principal Marshalltown High School, Marshalltown	1*	(641) 754-1130 ext. 1300	<a href="mailto:aphomvisay@marshalltown.k12.ia.us">aphomvisay@marshalltown.k12.ia.us</a>	317 Columbus Drive Marshalltown, IA 50158
5. Pam Barry	Director Northwest Area Education Agency	2	(712) 222-6019	<a href="mailto:pbarry@nwaea.k12.ia.us">pbarry@nwaea.k12.ia.us</a>	1520 Morningside Ave Sioux City, IA 51106-1716
6. David Whaley	Assoc. Dean Teacher Educ., International Programs, & IT Professor Dept. of Curriculum & Instruction, ISU	2	(515) 294-1410	<a href="mailto:dwhaley@iastate.edu">dwhaley@iastate.edu</a>	E262b Lagomar Ames, IA 50011-3180
7. Susan Lagos-Lavenz	Associate Dean, College of Education Clinical Associate Professor, UofI	2	(319) 335-5360	<a href="mailto:susan-lagos-lavenz@uiowa.edu">susan-lagos-lavenz@uiowa.edu</a>	N310 Lindquist Center University of Iowa Iowa City, IA 52242-1529
8. Jan McMahon	Dean, School of Education University	3	(515) 271-3829	<a href="mailto:janet.mcmahill@drake.edu">janet.mcmahill@drake.edu</a>	3206 University Avenue Drake University Des Moines, IA 50311-3820
9. Robin Mebus	Parent of Malcolm Price Lab School Student Cedar Falls	3	(515) 314-0564	<a href="mailto:robinmebus@mchsi.com">robinmebus@mchsi.com</a>	1004 Tremont Street Cedar Falls, IA 50613
10. Fred Buile	Business & Industry Representative President, Keystone Electrical Manufacturing Company	2	(515) 283-2567	<a href="mailto:fbuile@keystoneEMC.com">fbuile@keystoneEMC.com</a>	2511 Bell Avenue Des Moines, IA 50321
Chris Hall	State Representative, District 2		(714) 490-2088	<a href="mailto:chris.hall@legis.state.ia.us">chris.hall@legis.state.ia.us</a>	3800 Glen Oaks Blvd, #94 Sioux City, IA 51104
Walt Rogers	State Representative, District 20		(H) (319) 277-5557 (W) (319) 504-1193	<a href="mailto:walt.rogers@legis.state.ia.us">walt.rogers@legis.state.ia.us</a>	4202 Briarwood Drive Cedar Falls, IA 50613
Brian Schoenjahn	State Senator, District 12		(H) (563) 633-4065 (W) (563) 933-2218	<a href="mailto:brian.schoenjahn@legis.state.ia.us">brian.schoenjahn@legis.state.ia.us</a>	P.O. Box 132 Arlington, IA 50606
Paul McKinley	State Senator, District 36		(H) (641) 774-5784	<a href="mailto:paul.mckinley@legis.state.ia.us">paul.mckinley@legis.state.ia.us</a>	21884 - 483rd Lane Charlton, IA 50049
* Renewed term in 2011					

\* Renewed term in 2011

**University of Northern Iowa in Collaboration with the Iowa Department of Education, University of Iowa,  
Iowa State University and the Area Education Agencies**

**Research & Development School Strategic Plan**

**Mission Statement:** *The mission of the statewide Research, Development, Demonstration, and Dissemination School is to improve the teaching and learning of Iowa students and educators*

*The R&D School located at the University of Northern Iowa will be a resource for pre-service through career educators. It will serve to help these individuals grow in professional competence through collaborative inquiry and exchange of professional knowledge*

**Revised by PLS Faculty:** The mission of Iowa's R&D School at the University of Northern Iowa is to improve the teaching and learning of Iowa students and educators.

**Vision Statement:** Through collaborative partnerships with post-secondary institutions, AEAs, PK-12 schools, and the Iowa Department of Education, the school serves as a hub to encourage and demonstrate the implementation of evidence-based practices in teaching and learning. By focusing on the changing needs of Iowa's educational system, the school works to ensure that each and every Iowa student is prepared for life, work, and post-secondary pursuits. The school is a resource through which pre-service through career educators grow in professional competence through collaborative inquiry and exchange of professional knowledge.

**Revised by the PLS Faculty:** The vision of Iowa's R&D school is to collaboratively research, develop, demonstrate and disseminate innovative practice for current and future educators to raise the achievement of Iowa students.

**Vision Concepts:** Effective education must attend to the learner, teacher, and the instructional context. To actualize this vision, we must:

- **Voice:** Ensure that every stakeholder has a voice in what, when, and how they learn.
- **Attainment:** Prepare each learner for post-secondary options.
- **Communication:** Collaborate and communicate with all stakeholders.
- **Flexibility:** Provide flexibility in student groupings, learning environments, teacher roles, data systems, units of instruction, calendar, and scheduling, etc.
- **Professional Development:** Facilitate teacher mentoring, coaching, and continuous professional development.
- **Assessment:** Create assessment systems that evaluate and guide students' and teachers' learning.

The focus of the Strategic Plan is to provide a framework for the implementation of the R&D School. In order to accomplish this focus, it is important that the R&D School develop goals and objectives that are operational in order to guide the daily work of the R&D School as well as aspirational in order to actualize the vision concepts and innovative practices.

The Strategic Plan consists of three goals. The goals represent the legislative principles and substantiated with objectives based on the research, development, demonstrations, and disseminations functionalities. The objectives are aligned with the core visions of the Strategic Plan.

#### **GOALS and OBJECTIVES of the Strategic Plan are:**

**GOAL 1 Education Attainment and Personal Development:** Raise and sustain the level of all pre-K through 12 students' educational attainment and personal development through innovative and promising practices.

**GOAL 2 Preparation and Professional Competence:** Enhance the preparation and professional competence of Iowa educators through collaborative inquiry and exchange of professional knowledge of teaching and learning.

**GOAL 3 Transformative Research:** Focus on research which transforms practice to meet the changing needs of Iowa's educational system.

#### **In addition, the following items will be acted upon to support the Strategic Plan:**

- Flexibility in the submission of waivers to the Iowa Department of Education regarding to student performance.
- Creation of collaborative partnerships with LEA's, AEA's, Iowa State University, and the University of Iowa.
- Solicitation of external funding to support strategic initiatives.
- Communication with local and state legislators as well as other stakeholders to engender continuous support.
- Development of a dissemination network that focuses on the central location and satellite sites in order to demonstrate practices and replicate developed research.

## GOAL 1

### Education Attainment and Personal Development

Raise and sustain the level of all pre-K through 12 students' educational attainment and personal development through innovative and promising practices.

**OBJ 1.1: Curriculum** -Develop a seamless, problem and community-based curriculum that interfaces with technology so that students can demonstrate deep understanding of the essential skills and concepts of the Iowa Core. (All state accepted Common Core goals are integrated into the Iowa Core.)

**OBJ 1.2: Instruction** - Implement a process in which each student will have a personalized learning plan that guides and informs instructional practices.

**OBJ 1.3: Assessment** - Develop just-in-time and on-time assessments that measure performance in order to determine competency and develop appropriate instructional interventions.

**OBJ 1.4: Climate** - Create a learning environment that honors student voices in order to transform education, foster cultural competence, and promote mutual trust and respect.

**OBJ 1.5: Roles** - Develop differentiated, dynamic, and flexible adult roles that are responsive to varied and varying student needs.

**OBJ 1.6: Community** - Provide school and community-based networks of continuing support to meet the physical, social, emotional, and cognitive needs of all learners.

**OBJ 1.7: Outreach** - Create a comprehensive outreach plan that will ensure that the central and satellite sites are representative of the Iowa student population.

**OBJECTIVE 1.1: Curriculum:** Develop, review, revise, and share seamless, problem and community-based curricula that interfaces with technology so that students can demonstrate deep understanding of the essential skills and concepts of the Iowa Core.\* All state accepted common core goals are integrated in to the Iowa Core.

Vision Alignment	Action Steps	Measures of Success	Timeline	Stakeholders
Voice Attainment	1. The Iowa Core Curriculum will be used to guide the R&D School in the process of developing any	1) The Iowa Core Curriculum is used to analyze and revise curriculum.	FY12	Students Teachers

Professional Development Assessment	<p>curriculum. This includes:</p> <ol style="list-style-type: none"> <li>Using the Data-Driven Decision Making Process</li> <li>Cross referencing current curriculum with the ICC</li> <li>Use a curriculum mapping program to provide direction for any gaps</li> </ol> <p>2. Develop a curriculum writing cycle or process that adequately allows each department to:</p> <ol style="list-style-type: none"> <li>Develop a gap analysis</li> <li>Determine needs</li> <li>Research best practices and current research for effective teaching practices</li> <li>Collaborate with other schools/teachers/consultants</li> <li>Cross curriculum collaboration</li> </ol> <p>3. Establish an adequate budget for</p> <ol style="list-style-type: none"> <li>A technology-rich environment including on-line learning</li> <li>Teacher travel</li> <li>Summer programming</li> </ol> <p>4. The school will provide adequate time for the process of developing curriculum.</p>	<p>2) A curriculum writing cycle is developed, communicated, implemented, and regularly revised.</p> <p>A gap analysis is done Best practices are researched.</p> <p>3) A budget is determined and allocated for this initiative.</p> <p>4) Curriculum writing and mapping is provided advocate time within the professional development schedule.</p>	<p>FY12 FY11 &amp; FY12 FY11 &amp; FY12</p> <p>FY12</p> <p>FY12 begin</p> <p>FY11 &amp; FY12 &amp; continued FY12</p>	<p><u>Responsible Parties:</u></p> <p>Director</p> <p>Teachers</p> <p>Director &amp; Administrative Team at R&amp;D School</p>
-------------------------------------	---	--	---	--

**OBJECTIVE 1.2: Instruction** – Implement a process in which each student will have a personalized learning plan that guides and informs instructional practices.

Vision Alignment	Action Steps	Measures of Success	Timeline	Stakeholders
Voice	1) Convene a task force to research and develop the format and guidelines for the personalized learning plan.	1) A task force is convened and personalized learning plan guidelines are developed.	FY13	Students
Attainment	2) Vet the learning plan with parents and teachers for suggestions and modifications.			Teachers
Flexibility	3) Create an implementation plan for the use of the learning plan.	2) Share personalized learning plan with R&D Team and Parent Advisory Council and then the greater teacher/parent community.	FY14	Parents
Professional Development	4) Conduct professional development to get all teachers acclimated to the utility and creation of the learning plans.	3) Implementation plan is developed.		<u>Responsible Parties:</u>
Communication	5) Apply the learning plans to the instruction of individual learners.	4) All teachers have been provided professional development around the personalized learning plan.	FY14	Director
		5) Each student has a personalized learning plan connected to instruction.	FY14	Teachers
			FY15	Parents

**OBJECTIVE 1.3: Assessment-Develop just-in-time and on-time assessments that measure performance in order to determine competency and develop appropriate instructional interventions.**

Vision Alignment	Action Steps	Measures of Success	Timeline	Stakeholders
Professional development Attainment Assessment (AIW?)	<ol style="list-style-type: none"> <li>1) Ensure that all faculty members have the professional competence and knowledge to implement classroom assessments that are on-going and aligned to desired student learning.</li> <li>2) Hold teachers accountable for implementing formative classroom assessments that continually inform the student and teacher of student growth and instructional needs.</li> <li>3) Generate on-going interventions (as a result of formative assessment) to assist and promote student understanding and learning.</li> <li>4) Share student products to determine quality, depth, and alignment to learning goals.</li> <li>5) Conduct research to determine the appropriate technology platform which can house electronic student portfolios aligned to Iowa Core standards.</li> </ol>	<ol style="list-style-type: none"> <li>1) Professional development is provided.</li> <li>2) Teacher evaluation process is tied to student performance.</li> <li>3) Document interventions to determine what works and what does not.</li> <li>4) This system will provide evidence of student competencies in a manner that is authentic, manageable, valid, replicable, and allows students to progress with their personalized learning plan (standards-based reporting is incorporated).</li> <li>5) Technology platform is selected and electronic portfolios are developed.</li> </ol>	<p>FY12 FY12 FY12 &amp; continued FY13  FY13</p>	<p>Students Teachers</p> <p><u>Responsible Parties:</u> Director Teachers</p>



**OBJECTIVE 1.4: Climate** - Create a learning environment that honors student voices in order to transform education, foster cultural competence, and promote mutual trust and respect.

Vision Alignment	Action Steps	Measures of Success	Timeline	Stakeholders
Voice Flexibility Communication Assessment	1) With student input, create or select regular and age-appropriate instruments to annually solicit students' opinions about social climate, organization, curriculum, instruction, traditions, etc.	1) Instruments are developed.	FY12	Students
	2) Share, post, and track over time survey results.	2) Data is collected, analyzed, and compared to previous years' data, and shared with the school community .	FY12 & continued	
	3) Review and revise survey as needed.	3) Survey is periodically revised.	FY12 & continuous	<u>Responsible Parties:</u> Director
	4) Respond to results of surveys.	4) Responses are acted upon.	FY12 & continuous	Teachers
	5) Create student organizations at the elementary, middle, and high school levels so that regular communications occurs between students, teachers, and school leaders. For example, revisit <i>People Respecting Our Unique Differences</i> (PROUD) organization.	5) Student organizations are established.  **Revisit to determine if we need to establish a numeric.		Students

**OBJECTIVE 1.5: Roles - Develop differentiated, dynamic, and flexible adult roles that are responsive to varied and varying student needs.**

Vision Alignment	Action Steps	Measures of Success	Timeline	Stakeholders
Flexibility Professional Development	1) Design and implement professional development that promotes varying modes of instructional delivery that is differentiated for all learners and provides differing avenues of adult interaction and intervention with students.	1) Professional development program is created and implemented.	FY12 & FY13	Teachers
	2) Utilize blended technology (offline/online) to differentiate adult roles in teaching and learning.	2) Use of blended technology is monitored.	FY13	
	3) Allow and create flexible staffing assignments that incorporate multifaceted roles with differentiated pay, roles, and responsibilities. (More faculty would have to be hired.)	3) Flexible staffing options are created.	FY15	<u>Responsible Parties:</u> Director Teachers

**OBJECTIVE 1.6: Community** - Provide community and state-wide networks of continuing support to meet the physical, social, emotional, and cognitive needs of all learners.

Vision Alignment	Action Steps	Measures of Success	Timeline	Stakeholders
Communication Attainment	<ol style="list-style-type: none"> <li>1) Generate collaborative partnerships with community agencies to support the needs of all learners.</li> <li>2) Establish internships, apprenticeships, service learning, and other experiential and situated learning opportunities.</li> <li>3) Create seamless options to involve the community in daily learning.</li> <li>4) Establish opportunities for teaching partnerships with community experts.</li> </ol>	<ol style="list-style-type: none"> <li>1) Partnerships are created.</li> <li>2) Experiential learning opportunities are in place.</li> <li>3) Community is regularly involved in student learning.</li> <li>4) Partnerships are in place.</li> </ol>	FY 13  FY12 begin and continue FY13 FY14	Director Teachers Community  <u>Responsible Parties:</u> Director Teachers

**OBJECTIVE 1.7: Outreach** - Create a comprehensive outreach plan that will ensure that the central and satellite sites are representative of the dynamic Iowa student population.

Vision Alignment	Action Steps	Measures of Success	Timeline	Stakeholders
Communication Flexibility Professional Development	<p>1) Convene a team involving representatives from UNI, IADOE, and area school districts to develop a fair and transparent enrollment and outreach process that results in a diverse and inclusive population at the R&amp;D School.</p> <p>2) Determine multiple satellite sites of the R&amp;D School that provide additional opportunities for implementation and evaluation of innovative and established teaching practices throughout Iowa. Possible action steps could include:</p> <ul style="list-style-type: none"> <li>a. Communicate broadly in soliciting requests for proposals (RFPs) by sites that would like to be involved.</li> <li>b. Develop application and selection processes that include timelines for a school's / district's involvement as a satellite site.</li> <li>c. Determine if satellite sites will be temporary or permanent.</li> </ul>	<p>1) Team is established.</p> <p>2) Satellite sites are established.</p>	<p>FY12 to begin but most of work done FY13 FY13 initial contact &amp; FY14 established connections complete FY15</p>	<p>University of Northern Iowa Iowa DOE Area Education Agencies PK-12 schools</p> <p><u>Responsible Parties:</u> Dean Department Head Director Teachers</p>

## **GOAL 2**

### **Preparation and Professional Competence**

**Enhance the preparation and professional competence of Iowa educators through collaborative inquiry and exchange of professional knowledge of teaching and learning with university faculty.**

**OBJ 2.1: Research** - Develop collaborative research practices that engage pre-service, practicing teachers, and content professors.

**OBJ 2.2: Development** - Identify a collaborative team (AEAs, Iowa DOE, internal teachers, external teachers, university staff, etc.), to determine mutual areas of interest and combined efforts for delivery of professional development, mentoring, and internships.

**OBJ 2.3: Development and Assessment** – Conduct personalized professional development for individual teachers based on their unmet needs. Determine assessment methods for reviewing teacher performance.

**OBJ 2.4: Demonstration** - Secure and utilize a technology-rich system that connects pre-service and practicing teachers in effective teaching practices to implement a common learning goal.

**OBJ 2.5: Dissemination** - Develop a clearinghouse of innovations and research-based practices.

**OBJECTIVE 2.1: Research - Develop collaborative research practices that engage pre-service, practicing teachers, and content professors**

Vision Alignment	Action Steps	Measures of Success	Timeline	Stakeholders
Communication Professional Development & Assessment	<ol style="list-style-type: none"> <li>1) Hire a Research &amp; Outreach coordinator to coordinate and oversee the efforts described in 2.1 and 2.2. This person would also serve as a spokesperson and point of contact as well as secure funding opportunities to enhance professional development.</li> <li>2) Identify an outreach team at Price Lab School that would be a subcommittee of the larger team identified in 2.2.</li> </ol>	<ol style="list-style-type: none"> <li>1) Appoint/hire a coordinator.</li> <li>2) Convene an outreach team.</li> <li>3) Use job description of Research &amp; Outreach coordinator as basis for evaluation.</li> </ol>	<p>Spring 2013 In place FY13 Fall 2013 (FY13)</p>	<p>Director Teacher Partners</p> <p><u>Responsible Parties:</u> Director and Partners</p>

**OBJECTIVE 2.2: Development** Identify a collaborative team (AEAs, Iowa DOE, internal teachers, external teachers, university staff, etc.), to determine mutual areas of interest and combined efforts for delivery of professional development, mentoring, and internships.

Vision Alignment	Action Steps	Measures of Success	Timeline	Stakeholders
Communication Flexibility Professional Development	<ol style="list-style-type: none"> <li>1) Identify a collaborative team of public and private partnerships such as:(AEAs, IADOE, internal teachers, external teachers, university staff, business etc.), to determine mutual areas of interest and combined efforts for delivery of professional development, mentoring and internships.</li> <li>2) Complete a gap analysis of professional development needs.</li> </ol>	<ol style="list-style-type: none"> <li>1) Convene a collaborative team</li> <li>2) Interpretation and dissemination of Gap Analysis results</li> </ol>	<p>FY13</p> <p>Is this for the school or the state? ‘</p> <p>IF for state FY14</p> <p>FY13 additional teachers hired to accomplish this</p> <p>FY13</p> <p>FY15</p> <p>FY12 (move this to Goal 1)</p>	<p>Director Teacher Partners</p> <p><u>Responsible Parties:</u> Director and Partners</p>

**OBJECTIVE 2.3: Development and Assessment** – Conduct personalized professional development for individual teachers based on their unmet needs. Determine assessment methods for reviewing teacher performance.

Vision Alignment	Action Steps	Measures of Success	Timeline	Stakeholders
Communication Flexibility Professional Development	<ol style="list-style-type: none"> <li>1) Allow for flexible teaching assignments and scheduling to provide for outreach/internal pre-service and professional development.</li> <li>2) Provide training and clinical/internship experiences for those individuals seeking alternative licensure through the Regents University Collaborative.</li> <li>3) Establish a teacher conservatory which may include a residency program for teachers obtaining advanced training or degrees.</li> <li>4) Assist teachers in developing individual growth plans. (Consider moving this to Goal 1 instead of here.)</li> </ol>	<ol style="list-style-type: none"> <li>1) Adequate professional coverage provided; Equitable teaching loads; Schedules that allow for providing or receiving professional development; Responsive, flexible schedule in place</li> <li>2) Training and clinical/internship program established, implemented, monitored and reevaluated</li> <li>3) Teacher conservatory program established, implemented, monitored and reevaluated. (We need clarification of this in terms of the purpose.)</li> </ol>	<p>IF for state FY14</p> <p>FY13 additional teachers hired to accomplish this</p> <p>FY13</p> <p>FY15</p> <p>FY12 (move this to Goal 1)</p>	<p>Director Teacher Partners</p> <p><u>Responsible Parties:</u> Director and Partners</p>



**OBJECTIVE 2.4: Demonstration** – Secure and utilize a technology-rich system that connects pre-service and practicing teachers in effective teaching practices to implement a common learning goal.

Vision Alignment	Action Steps	Measures of Success	Timeline	Stakeholders
Professional Development Communication Flexibility Assessment	<ol style="list-style-type: none"> <li>1) Secure and utilize a technology-rich system to capture and share best practices such as the teacher demonstrating differentiated roles (teacher, coach, and facilitator)</li> <li>2) Develop mechanisms to connect pre-service and practicing teachers.</li> </ol>	<ol style="list-style-type: none"> <li>1) Establish a system; Measure</li> <li>2) Finalized working arrangement in place</li> </ol>	<p>FY13 with funds provided</p> <p>FY13 funds for new school established.</p> <p>FY14 building begins</p> <p>FY15 new school finished</p>	<p>Director</p> <p>Teacher</p> <p>Students</p> <p>Partners</p>



Vision Alignment	Suggested Strategies	Assessment	Timeline	Stakeholders
Communication Flexibility Assessment Professional Development	<ol style="list-style-type: none"> <li>1) Create the position of a research coordinator to facilitate processes to:               <ol style="list-style-type: none"> <li>a) Collect and compile relevant research areas.</li> <li>b) Provide guidelines to distinguish types and levels of suitable research.</li> <li>c) Disseminate ideas for research to others.</li> <li>d) Identify appropriate settings and timelines for research.</li> <li>e) Establish association and relationship with SIRC.</li> <li>f) Work with IRBs to develop protocols for research in working with school age children.</li> </ol> </li> <li>2) Develop a clearinghouse of researchable topics that address relevant and promising practices.</li> <li>3) Identify strategies to encourage researchers to engage in research with the R&amp;D school.</li> <li>4) Identify strategies to encourage connections between the R&amp;D school and other Iowa educational school and agencies.</li> <li>5) Develop strategies to encourage cross-collaborations with Regents' institutions.</li> <li>6) All faculty engaged in research will be proficient in research protocol.</li> </ol>	<ol style="list-style-type: none"> <li>1) An Associate Director will be in place with experience in Grant Writing, educational research, and will hold a terminal degree.</li> <li>2) An accessible virtual clearinghouse of needed and ongoing research topics are implemented and maintained.</li> <li>3) Strategies and timelines are established and utilized to encourage educational research.</li> <li>4) Data is collected surrounding inquiries into research to determine the effectiveness of the strategies.</li> <li>5) Data is collected surrounding inquiries into cross-collaborations to determine the effectiveness of the strategies.</li> <li>6) Faculty is IRB certified and proficient in Research protocol (&amp; held accountable to be involved in collaborative research).</li> </ol>	Spring 2013 search position In place FY13 Fall 2013 (2) FY13 & FY14 (see Obj 2.1 also) FY12	Regent Institutions Teachers Iowa DOE  <u>Responsible Parties:</u> Associate Director of Research and Outreach

**OBJECTIVE 3.2: Development - Develop innovative promising practices to address critical questions related to Iowa Education.**

Vision Alignment	Suggested Strategies	Assessment	Timeline	Stakeholders
<p>Flexibility Attainment Professional Development Assessment</p>	<ol style="list-style-type: none"> <li>1) Faculty is prepared to engage in innovation.</li> <li>2) Review available research on the identified issue.</li> <li>3) Promising practices will be identified and implemented to determine the effectiveness of the strategy.</li> </ol>	<ol style="list-style-type: none"> <li>1) Hiring includes this requirement</li> <li>2) Issues of importance to education are identified and background research is done.</li> <li>3) Promising practices will undergo research to determine effectiveness.</li> </ol>	<p>Begin FY12 &amp; continue FY13 FY14</p> <p>FY14 &amp; continuous</p>	<p>Director Faculty Associate Directors of Research and Outreach</p> <p>Parents Student</p> <p><u>Responsible Parties:</u></p> <p>Director Faculty Associate Director of Research and Outreach</p>

**OBJECTIVE 3.3: Demonstration - Create mechanisms to showcase and obtain feedback on research developed at central and satellite sites.**

Vision Alignment	Suggested Strategies	Assessment	Timeline	Stakeholders
	<ol style="list-style-type: none"> <li>1) Develop a teacher conservatory to provide educational experiences regarding innovative and promising practices.</li> <li>2) Identify strategies to provide technology access to live and repository innovative practices.</li> <li>3) Establish protocol for communicating with stakeholders regarding their involvement in the demonstration.</li> <li>4) Technology access and protocols will be established and implemented.</li> <li>5) Strategies for using satellites sites for demonstration are developed.</li> </ol>	<ol style="list-style-type: none"> <li>1) A number of programs will be established and implemented that provide educational experiences regarding innovative and promising practices.</li> <li>2) Strategies that allow outside entities to access are established and implemented.</li> <li>3) A communication process is established and utilized to inform stakeholders.</li> <li>4) Technology access and protocols are implemented.</li> <li>5) Demonstration of educational strategies takes place in satellite locations.</li> <li>6) Feedback is obtained on all research conducted at the central and satellite sites.</li> </ol>	<p>FY15 (See Obj. 2.2)</p> <p>FY14 (See Obj 2.4)</p> <p>FY14</p> <p>FY14</p> <p>FY13 initial contact &amp; FY14 established connections complete FY15</p> <p>(See Obj 1.7)</p>	<p>Students</p> <p>Faculty</p> <p>Parents</p> <p>Associate Director of Teaching and Learning &amp; Research and Outreach</p> <p>Director</p> <p>Educational Community</p> <p><u>Responsible Parties:</u></p> <p>Faculty</p> <p>Director and Associate Director</p>

**OBJECTIVE 3.4: Dissemination - Develop strategies to successfully disseminate outcomes of RD3 efforts.**

Vision Alignment	Suggested Strategies	Assessment	Timeline	Stakeholders
Communication	<ol style="list-style-type: none"> <li>1) Presentations at Educational Conferences</li> <li>2) Faculty will publish findings and strategies</li> <li>3) Creation of a educational social network around innovation</li> <li>4) Identify strategies to communicate with legislators and policy makers to inform and impact policy.</li> </ol>	<ol style="list-style-type: none"> <li>1) Data will be collected to ascertain the number of presentations.</li> <li>2) Data will be collected to ascertain the number of published works and outlets of publishing.</li> <li>3) A social network around innovation will be in place and utilized.</li> <li>4) Communication with legislators and policy makers regarding research and strategies drive change and creation of policy.</li> </ol>	<p>FY13</p> <p>FY14</p> <p>FY14</p> <p>FY14</p>	<p>Director and Associate Director of Teaching and Learning and Research and Outreach</p> <p>Faculty</p> <p>Iowa DOE</p> <p>Educational Community</p> <p>Legislators</p> <p><u>Responsible Parties:</u></p> <p>Director and Associate Director</p> <p>Faculty</p>

**OBJECTIVE 3.5: Resources** - Develop opportunities for acquiring necessary resources to engage in R&D activities, including internal and external grants and other fiscal support.

Vision Alignment	Suggested Strategies	Assessment	Timeline	Stakeholders
Not aligned with any specific vision concept.	1) Clarify roles of researchers with regard to acquiring resources.	1) Associate Director of Research and Outreach will help researchers find funding.	FY14	State educators
	2) Distinguish between fundable and unfunded research and role each will play in the RD3.			Researchers
	3) Distinguish how research funds will be assessed in terms of indirect monies to be returned to the RD3 site.	2) Associate Director of R&O will work with committee to develop protocols on fundable and non-fundable research and with R&D School faculty & administration about research timing.	FY13 begin some research but FY14 fully implemented	Teachers
	4) Determine the cost of "doing business" in the RD3 as it pertains to supporting research.	3) Protocols on indirect monies for outside research done at R&D School will be developed by Assoc. Director of Research and Outreach.	FY13	Students
		4) Allocate some RD3 funding to provide "small seed grants for outside researchers."	FY15 after new building is finished	Iowa DOE
				<u>Responsible Parties:</u> Assoc. Dir of Research and Outreach Director Research Committee

## **UNI Strategic Plan**

G3.O1.S2 - Collaborate with the Iowa Department of Education to develop a research and development school as a leading demonstration site for innovative evidence-based practices.

Point of Contact Name Nadene Davidson

G3.O1.S2 Action Plan (#17)

### **Context**

As directed by the legislation establishing Malcolm Price Laboratory School (MPLS) as Iowa's Research and Development School (R&D), a strategic planning committee was established. The Statewide R&D School Statewide Strategic Planning Committee worked during the 2010-2011 academic year to develop the R&D Strategic Plan for 2012-2017. The Statewide R&D School Advisory Council on 8/5/11 reviewed this Strategic Plan.

### **Description**

The R&D Strategic Plan consists of four goals. The goals represent the legislative principles and are substantiated with objectives based on research, development, demonstrations, and dissemination functionalities. The objectives are aligned with the core visions of the R&D Strategic Plan. There will be a focus on four areas: Competency based learning, Personalized learning plans, Improved student achievement, and professional statewide learning communities.

### **Team**

The leadership team from the MPLS/R&D will share the responsibility for advancing this goal. This will include faculty professional development, establishment of interdisciplinary and statewide learning teams.

### **Key stakeholders**

The faculty and staff at MPLS/R&D, teacher education candidates, and identified preK-12 partner schools are key stakeholder groups.

### **Progress Indicator(s):**

Indicators are identified in the R&D strategic plan. The indicators include the following:

1. Define and ensure continuous review of competencies that align with the Iowa Core
2. Students complete a competency-based portfolio that aligns with graduation degree requirements
3. K-8 students complete a personalized learning plan that aligns with the Iowa Core
4. Teams establish teaching and learning goals to develop a competency-based model that is replicable

### **Action steps**

1. Initiate competency-based portfolios for 9<sup>th</sup> grade students
2. Initiate personalized learning plans for K-8 students
3. Develop a new system that gauges achievement in a competency-based learning environment
4. Develop interdisciplinary teams that establish a model for competency based teaching learning that is replicable



**2011 Statewide Research & Development School - Advisory Council**

How Participating in 3/25/11 Meeting	Name	Title	Term	Phone	E-mail	Address
	Jason Glass - In D.C.	Director, Pre K-12 Education Department of Education		(515) 281-3333	jason.glass@iowa.gov	400 E 14th St Des Moines, IA 50319
	Kevin Fangman - In D.C.	Interim Director, Pre K-12 Education of Education		(515) 281-3333	kevin.fangman@iowa.gov	400 E 14th St Des Moines, IA 50319
DM	Connie Maxson	Bureau Chief, Teaching & Learning Services, DOE Chair of the R&D Finance Committee/Fall 2008				
ICN-UNI	Ben Allen	President University of Northern Iowa		(319) 273-2566	ben.allen@uni.edu	Seerley Hall 20 Cedar Falls, IA 50614
ICN-UNI	Gloria Gibson	Vice President & Provost University of Northern Iowa		(319) 273-2517	gloria.gibson@uni.edu	Seerley Hall 20 Cedar Falls, IA 50614
DM	Dwight Watson	College of Education Dean University of Northern Iowa		(319) 273-2717	dwright.watson@uni.edu	Schindler Ed Center 205 Cedar Falls, IA 50614
DM	Lyn Countryman	Interim Director Malcolm Price Laboratory School		(319) 273-2614	lyn.countryman@uni.edu	Malcolm Price Lab School 116B, Cedar Falls, IA 50613
ICN-UNI	1 Jim Young	4th Grade Teacher Hansen Elementary, Cedar Falls	1	(H)(319)266-5938 (W)(319)553-2775	young@cedar-falls.k12.ia.us	5225 Norse Drive Cedar Falls, IA 50613
ICN-DECORAH	2 Michelle Davis	Middle School Mathematics Teacher Postville Community School District	2	(563) 864-7651 ext. 241	mdavis@postville.k12.ia.us	Postville Community School District P.O. Box 717 Postville, IA 52162
ICN-Davenport	3 Jodi Tupper	High School Special Education Teacher North High School, Davenport	3	(H)(563) 355-5945 (C)(563) 349-3731	tupperj@davenportschools.org	626 West 53rd Street Davenport, IA 52806-2294
	4 Allday Phornvisay - No	Associate Principal Valley High School, West Des Moines	1	(515) 633-4012	phornvisaya@wdmcs.org	3650 Woodland Avenue, West Des Moines, IA 50266-2198
ICN-Cloux City	5 Pam Barry	Director Northwest Area Education Agency	2	(712) 222-6019	pbarry@nwaea.k12.ia.us	1520 Morningside Ave Sioux City, IA 51106-1716
DM	6 David Whaley	Assoc. Dean Teacher Educ., International Programs, & IT Professor Dept. of Curriculum & Instruction, ISU	2	(515) 294-1410	dwhaley@iastate.edu	E262b Lagomar Ames, IA 50011-3180
no	7 Susan Lajos-Lavanz	Associate Dean, College of Education Clinical Associate Professor, UofI	2	(319) 335-5437	susan-lajos-lavanz@uiowa.edu	N310 Lindquist Center University of Iowa Iowa City, IA 52242-1529
DM	8 Jan McMahon	Dean, School of Education University	3	(515) 271-3829	janet.mcmahill@drake.edu	3206 University Avenue Drake University Des Moines, IA 50311-3820
ICN-UNI	9 Robin Mebus	Parent of Malcolm Price Lab School Student Cedar Falls	3	(515) 314-0564	robinmebus@mchsi.com	1004 Tremont Street Cedar Falls, IA 50613
DM	10 Fred Buie	Business & Industry Representative President, Keystone Electrical Manufacturing Company	2	(515) 283-2567	fbuie@keystoneEMC.com	2511 Bell Avenue Des Moines, IA 50321
DM or ICN	Bob Kressig	State Representative, District 19		(H)(319) 266-9021 (W)(515) 281-3221	bob.kressig@legis.state.ia.us	3523 Veralita Drive Cedar Falls, IA 50613
	Chris Hagenow	State Representative, District 59		(H) 515-274-1652 (W) 515-281-3221	chris.hagenow@legis.state.ia.us	1915 69th Street Windsor Heights, IA 50322
	Brian Schoenjahn	State Senator, District 12		(H/W) 563-633-4065	brian.schoenjahn@legis.state.ia.us or bs PO Box 132	221 Park Avenue Arlington, IA 50606
	Paul McKinley	State Senator, District 36 (Gannon Hendrick) -DM		(H) 641-774-5784	paul.mckinley@legis.state.ia.us	21884 - 483rd Lane Charlton, IA 50049
DM	Gail Sullivan	DE		515-281-8262	gail.sullivan@iowa.gov	
DM	Brenda Buzynski	UNI		319-273-2566	brenda.buzynski@uni.edu	



**Strategic Plan 2012-2017\***  
**Iowa's Research & Development School:**  
**Innovation and Collaboration for**  
**Enhancing Competency-Based**  
**Teaching & Learning**

***DRAFT STRATEGIC PLAN AS OF JULY, 2011***

**MISSION STATEMENT**

The mission of the statewide Research, Development, Demonstration, and Dissemination School is to improve the teaching and learning of Iowa students and educators.

The R&D School located at the University of Northern Iowa will be a resource for pre-service through career educators. It will serve to help these individuals grow in professional competence through collaborative inquiry and exchange of professional knowledge.

Abbreviated Statement: The mission of Iowa's R&D School at the University of Northern Iowa is to improve the teaching and learning of Iowa students and educators.

**VISION STATEMENT**

The school serves as a hub to implement evidence-based practices in teaching and learning for Iowa students and teachers. Through competency-based learning and collaborative inquiry, the school is a resource for pre-service through career educators to grow in professional competence.

Abbreviated Statement: The vision of Iowa's R&D school is to collaboratively research, develop, demonstrate and disseminate innovative practice for current and future educators to raise the achievement of Iowa students.

**\* Fiscal Years 2012-2017**

*Prepared by the Statewide R&D School Statewide Strategic Planning Committee – 2010-2011*  
*Reviewed by the Statewide R&D School Advisory Council on 8/5/11*  
*Submitted to the Board of Regents, State of Iowa, on \_\_\_\_\_*  
*Submitted to the State Board of Education, State of Iowa, on \_\_\_\_\_*



## Strategic Plan 2012-2017

### Iowa's Research & Development School: Innovation and Collaboration for Enhancing Competency-Based Teaching & Learning

#### VISION CONCEPTS

Effective education must attend to the learner, teacher, and the instructional context. To actualize this vision, we must:

**Voice** – ensure that every stakeholder has a voice in what, when and how they learn.

**Attainment** – prepare each learner for post-secondary options.

**Communication** – collaborate and communicate with all stakeholders.

**Flexibility** – provide flexibility in student groupings, learning environments, teacher roles, data systems, units of instruction, calendar, and scheduling, etc.

**Professional Development** – facilitate teacher mentoring, coaching and continuous professional development.

**Assessment** – create assessment systems that evaluate and guide students' and teachers' learning.

#### FOCUS

The focus of the Strategic Plan is to provide a framework for the implementation of the R&D School. In order to accomplish this focus, it is important that the R&D School develop goals and objectives that **are** operational in order to guide the daily work of the R&D School as well as aspirational in order to actualize the vision concepts and innovative practices.



## Strategic Plan 2012-2017

### Iowa's Research & Development School: Innovation and Collaboration for Enhancing Competency-Based Teaching & Learning

The Strategic Plan consists of four goals. The goals represent the legislative principles and are substantiated with objectives based on the research, development, demonstrations, and dissemination functionalities. The objectives are aligned with the core visions of the Strategic Plan.

#### **GOALS and OBJECTIVES of the Strategic Plan are:**

**GOAL 1 - Education Attainment and Personal Development:** Raise and sustain the level of all pre-K through 12 students' educational attainment and personal development through innovative and promising practices.

**GOAL 2 - Preparation and Professional Competence:** Enhance the preparation and professional competence of Iowa educators through collaborative inquiry and exchange of professional knowledge of teaching and learning.

**GOAL 3 - Transformative Research:** Focus on research which transforms practice to meet the changing needs of Iowa's educational system.

**GOAL 4 - Statewide Network:** Expand the presence and influence of the research and development school to increase statewide equity and access to quality education.

#### **In addition, the following items will be acted upon to support the Strategic Plan:**

- Flexibility in the submission of waivers to the Iowa Department of Education regarding student performance.
- Creation of collaborative partnerships with LEAs, AEAs, Iowa State University, and the University of Iowa.
- Solicitation of external funding to support strategic initiatives.
- Communication with local and state legislators as well as other stakeholders to engender continuous support.
- Development of a dissemination network that focuses on the central location and satellite sites in order to demonstrate practices and replicate developed research.



# Strategic Plan 2012-2017

## Iowa's Research & Development School: Innovation and Collaboration for Enhancing Competency-Based Teaching & Learning

### GOAL 1

#### Education Attainment and Personal Development

**Raise and sustain the level of all pre-K through 12 students' educational attainment and personal development through innovative and promising practices.**

	Key Performance Indicators	Starting Initiative	Target
1.	<b>COMPETENCY BASED LEARNING</b> <ul style="list-style-type: none"> <li>- define and ensure continuous review of competencies that align with the Iowa Core competencies</li> <li>- students complete a <u>competency-based portfolio</u> that aligns with graduation degree requirements</li> <li>- student records competency achievements with innovative technology-based system</li> </ul>	FY12 – Initiate competency-based portfolios for all 9 <sup>th</sup> grade students	FY15 - 100% of high school students will have a competency-based portfolio.
2.	<b>PERSONALIZED LEARNING PLANS</b> <ul style="list-style-type: none"> <li>- student directed evolving learning plan that is guided and integrated with student, parent and educator involvement</li> <li>- K – 8<sup>th</sup> students complete a personalized learning plan that aligns with the Iowa Core</li> </ul>	FY12 – Initiate personalized learning plans for K-8 <sup>th</sup> students.	FY16 - 100% of K-8 <sup>th</sup> students will have a complete personalized learning plan
3.	<b>IMPROVED STUDENT ACHIEVEMENT</b> <ul style="list-style-type: none"> <li>- document student academic performance and growth in the Iowa Core</li> <li>- students develop and learn 21<sup>st</sup> century skills</li> </ul>	FY12 - develop new system that gauges achievement in a competency-based learning environment.	FY17 – 95% of the graduating students will demonstrate competency-based achievement.



# Strategic Plan 2012-2017

## Iowa's Research & Development School: Innovation and Collaboration for Enhancing Competency-Based Teaching & Learning

### GOAL 2

#### Preparation and Professional Competence

**Enhance the preparation and professional competence of Iowa educators through collaborative inquiry and exchange of professional knowledge of teaching and learning.**

	Key Performance Indicators	Starting Initiative	Target
1.	<b>PROFESSIONAL STATEWIDE LEARNING COMMUNITIES</b> <ul style="list-style-type: none"> <li>- interdisciplinary learning teams are developed to collaborate on creating the competency-based learning environment</li> <li>- teams will establish teaching and learning goals to develop a competency-based model that is replicable</li> </ul>	FY 12 – interdisciplinary teams are developed. The teams will establish teaching and learning goals.	FY 17 – Replicate competency-based learning environment at 10 partnership sites.
2.	<b>HIGH-TECH SYSTEM CONNECTING PRE-SERVICE AND PRACTICING TEACHERS</b> <ul style="list-style-type: none"> <li>- utilize an efficient high-tech sustainable system that develops connectivity between teachers throughout the year</li> <li>- system is accessible on a continuous basis to demonstrate and disseminate effecting teaching practices aligned with competency-based learning</li> </ul>	FY13 – Design and implement an efficient high-tech sustainable system.  Establish satellite partnerships with school districts across the state of Iowa.	FY17 – There will be 10 partnership sites established that are connected through the high-tech systems. These partnership sites will also be working with pre-service teachers.



# Strategic Plan 2012-2017

## Iowa's Research & Development School: Innovation and Collaboration for Enhancing Competency-Based Teaching & Learning

3.	<b>SATELLITE SITES THROUGHOUT IOWA</b> <ul style="list-style-type: none"> <li>- establish statewide sites for conducting research, demonstrating best teaching practices, mentoring, and assessment</li> </ul>	FY13 – Establish partnership sites. There should be one site in each of the area student teaching locations.	FY17 – There will be 10 partnership sites established that reciprocally participate in transformative research, teaching and learning. These partnership sites will also be working with pre-service teachers.
4.	<b>CLEARINGHOUSE OF INNOVATION AND RESEARCH-BASED PRACTICES</b> <ul style="list-style-type: none"> <li>- establish a comprehensive clearinghouse that is a statewide resource comprised of innovative research, evidence-based teaching and learning and best practices in competency-based learning</li> </ul>	FY13 – Create a web-based portal for the collection, storage and dissemination of resources across the state.  FY13 – Establish submission criteria and types of entries.	FY17 – Each teacher has at least 10 entries. Each partnership site has at least 20 entries.
5.	<b>COLLABORATIVE PARTNERSHIPS</b> <ul style="list-style-type: none"> <li>- provide opportunities for seamless collaborative community partners (parents, businesses, scholars, etc.) to engage with and support the statewide R&amp;D School</li> </ul>	FY13 – Establish community partnerships that are intentional, reciprocal and sustainable.	FY17 – The R&D School will have signed memorandums of understanding (MOUs) with 5 community partners. Each partnership site will establish MOUs with community partners.



# Strategic Plan 2012-2017

## Iowa's Research & Development School: Innovation and Collaboration for Enhancing Competency-Based Teaching & Learning

### GOAL 3

#### Transformative Research

**Focus on research which transforms practice to meet the changing needs of Iowa's educational system.**

	Key Performance Indicators	Starting Initiative	Target
1.	<b>ALIGN RESEARCH WITH COMPETENCY-BASED LEARNING</b> <ul style="list-style-type: none"> <li>- complete intentional research that aligns with a competency-based learning environment</li> </ul>	FY13 – Generate official protocols that govern the research and development.  FY13 – Hire the Director of Research and Development.	FY17 – Each tenure-track faculty member should have 1 original research article aligned with competency-based education submitted to the clearinghouse.
2.	<b>BUILD RESEARCH CAPACITY</b> <ul style="list-style-type: none"> <li>- develop strategies to identify and encourage research endeavors to address relevant challenges and best practices in education</li> <li>- seek external resources to support and develop research opportunities that address competency-based learning and educational needs in Iowa</li> </ul>	FY12 – Establish procedures for securing grants, fellowships, donations, and other sponsored resources to support research and development.  FY13 – Generate official protocols that govern the research and development.	FY17 – The R&D School will develop and submit to the clearinghouse 2 descriptive studies or curriculum design projects that address relevant challenges and best practices.  FY17 - \$500,000 of grant support should be accumulated since FY13.





# Strategic Plan 2012-2017

## Iowa's Research & Development School: Innovation and Collaboration for Enhancing Competency-Based Teaching & Learning

### GOAL 4

#### Statewide Network

**Expand the presence and influence of the research and development school to increase statewide equity and access to high-quality education.**

	Key Performance Indicators	Starting Initiative	Target
1.	<b>DEVELOP AN INNOVATIVE NETWORK TO DEMONSTRATE AND DISSEMINATE STATEWIDE</b> <ul style="list-style-type: none"> <li>- establish a network that enables statewide participation in research and teaching</li> </ul>	FY13 – Establish partnership sites. There should be one site in each of the area student teaching locations.	FY17 – There will be 10 partnership sites established that reciprocally participate in transformative research, teaching and learning. These partnership sites will also be working with pre-service teachers.
2.	<b>DISSEMINATE RESEARCH FINDINGS TO OFF-SITE LOCATIONS (SATELLITES) THROUGH TECHNOLOGY</b> <ul style="list-style-type: none"> <li>- encourage faculty, teacher and pre-service teacher exchanges to engage in collaborative inquiry and critical review of research</li> <li>- seek statewide feedback on the research completed and the shared teaching practices</li> </ul>	FY13 – Create a web-based portal for the collection, storage and dissemination of resources across the state.  FY13 – Establish submission criteria and types of entries.  FY14 – Establish a feedback mechanism so constituents can respond to the research.	FY17 – Each teacher has at least 10 entries. Each partnership site has at least 20 entries.  FY17 – Should have a minimum of 10 responses from each partnership site and a minimum of another 200 responses from statewide districts that are not satellite partners.

2010 Statewide Research & Development School - Strategic Planning Committee					
	Name	Title	Phone	E-mail	Address
	Dean Dwight Watson	Dean, College of Education University of Northern Iowa	(319)-273-2717	dwlght.watson@uni.edu	Schindler Educ Ctr 205 Cedar Falls, IA 50614
1	Willie Barney	Principal East High School, Waterloo	(319)-433-2400	barneyw@waterloo.k12.ia.us	214 High Street Waterloo, IA 50703
2	Allison Beharka	Asst Professor, Price Lab School University of Northern Iowa	(319)-273-7728	alison.beharka@uni.edu	Price Lab School 138D Cedar Falls, IA 50613-3593
3	Martha Bruckner	Superintendent Council Bluffs Community School District	(712)-328-6446 (402)- 332-6276 (cell)	mbruckner@cbscd.org	12 Scott Street Council Bluffs, IA 51503
4	Anne Sullivan	Assistant Chief Administrator/Director of Human Relations and Personnel	(319)-273-8201	asullivan@aaa267.k12.ia.us	3712 Cedar Heights Dr. Cedar Falls, IA 50613
5	Judy Jeffery	Retired Director Department of Education	(515)-965-3841	judyjeffrey@gmail.com	4330 N.W. 94th Avenue Polk City, IA 50226
6	Joe Mueiting	Principal Spencer High School, Spencer	(712)-262-1700	jmueiting@spencer.k12.ia.us	800 East 3rd Street Spencer, IA 51301
7	David Whaley	Assoc. Dean Teacher Educ., International Programs, & IT Professor Dept. of Curriculum & Instruction, ISU	(515)-294-1410	dwhaley@iastate.edu	E262b Lagomar Ames, IA 50011-3180
8	College Student				
9	High School Student				
	Ex-Officio				
	Kevin Fangman	Interim Director, Pre K-12 Education Department of Education	(515)-281-3333	kevin.fangman@iowa.gov	400 E 14th St Des Moines, IA 50319
	Ben Allen	President University of Northern Iowa	(319)-273-2566	ben.allen@uni.edu	Seerley Hall 20 Cedar Falls, IA 50614
	Lyn Countryman	Interim Director Malcolm Price Laboratory School	(319)-273-2614	lyn.countryman@uni.edu	Malcolm Price Lab School 1168, Cedar Falls, IA 50613

thank you for the invitation from Jim

**Subject:** thank you for the invitation from Jim

**From:** "Jim Miller" <jmiller@thepioneergroup.com>

**Date:** 2/21/2012 5:23 PM

**To:** "Ben Allen" <ben.allen@uni.edu>, "Gloria Gibson" <gloria.gibson@uni.edu>, dwight.watson@uni.edu

Ben, Gloria and Dwight,

I am sure you all know there are many questions from the R&D School community, and I have purposely not bothered you at this difficult time. As I mentioned in our meetings a couple months ago, I and others have a lot of valuable information regarding the importance of maintaining and supporting Iowa's Teachers College (UNI) as one of the best and most respected colleges in the country. As you mentioned Gloria, I expected the funding amount to decrease along with other concerns regarding the R&D School. However, I am confident that you will all keep the many components of the Department of Education along with the R&D School intact. I realize these components may take on a different form, whether a new building owned by another entity, or agreements possibly being made between the Department of Education and other school systems for example, but the importance of maintaining a premier university in terms of 'teaching' teachers is very much a concern of mine. If you are able to keep our programs similar to the programs UNI now offers to education students, then I believe the university will continue to thrive and the community as well as the R&D program and will be a model for schools and teachers of the future.

In closing, I believe that if anything less than this happens in the coming weeks and months, or if hasty decisions are made without total input and researching every possible solution in regards to money concerns, then not only will many people possibly have regrets for many years into the future, but most definitely our university, R&D School, College Hill Neighborhood and surrounding district may incur very negative results. I have shared my concerns with you all over the years and I hope everyone involved will be 100% confident in their decisions and will be proud to move forward for all concerned. You all have the lives and futures of our university students and future UNI students, UNI faculty and staff, parents of the R&D School, neighbors and the College Hill community along with the College Hill Business community and the City of Cedar Falls in your hands. I trust you will explore every avenue in your decision and we are all praying for a positive outcome. As always, please let me know if you have anything at all that I can help with or any information I can share with you. I am available night or day. I appreciate your work and support.

Signed,

A UNI Alum, UNI supporter, UNI faculty spouse, UNI students dad, R&D School students dad, College Hill homeowner, College Hill supporter and neighbor and your concerned biggest UNI supporter. Our family has literally lived and breathed UNI.

Jim Miller

**Subject:** PLS meeting tomorrow

**From:** Melissa Heston <melissa.heston@uni.edu>

**Date:** 2/21/2012 6:05 PM

**To:** "Dr. Dwight C. Watson" <dwight.watson@uni.edu>

Hi Dwight,

Is it alright if I attend the meeting at PLS tomorrow with the President and Provost? I know one has been scheduled, and I'm assuming it's kind of a closed meeting. However, I think it would be appropriate for me and Cherin to be there. I didn't get the announcement which arrived during the Executive Council meeting.

Melissa

Melissa L. Heston <[Melissa.Heston@uni.edu](mailto:Melissa.Heston@uni.edu)>

Coordinator, Elementary Teacher Education

University of Northern Iowa

**Subject:** Morale is not in the toilet  
**From:** David Else <daveelse@cfu.net>  
**Date:** 2/21/2012 6:28 PM  
**To:** dwight.watson@uni.edu

Hi Dwight!

I read your email with interest today. All of us in education have gone through some tremendous challenges and we have had to make tough personnel decisions. Budget issues have existed for years and people have been impacted by program and job changes. Hundreds of Iowa school districts have been lost. Iowa school districts have had to close numerous schools and they continue to provide quality education to students. Although there are those who might say "morale is in the toilet" there are many of us that don't feel that way at all. People choose their own morale. It is not caused by someone else. If we want to feel bad because we are in difficult economic times then we'll feel bad. If on the other hand we focus on the positives that surround everyone of us every day then we'll feel good. For those who choose "low morale" (whatever that is), because of today's uncertainty, when the uncertainty is erased they will choose low morale for some other reason. I believe we have strong enough people at UNI that if some programs and faculty are lost, we will continue to be an excellent university that serves the state of Iowa with professionalism and dignity. One program or school does not make a university. We can grieve loss but we do not have to be consumed by it. Best wishes!

Dave

**Subject:** Alum writing in respect to the possible closure of Price Lab School  
**From:** Emily Chua <emily.h.chua@gmail.com>  
**Date:** 2/21/2012 8:38 PM  
**To:** ben.allen@uni.edu  
**CC:** dwight.watson@uni.edu

Dear President Allen and Dean Watson,

I was disheartened to hear the University of Northern Iowa might lose one of the College of Education's greatest resources, Price Laboratory School. As a 2007 alum, I spent many hours at PLS. In looking back at my education at UNI, I truly believe I would not have received the same education without PLS.

PLS is a defining characteristic of the College of Education because it is one of the few lab schools left in the country. It provides vital field experience to students who are in the College of Ed. The lab school provided an environment where my peers and I could easily observe classes, veteran teachers, and begin field experiences as early as sophomore year. The other Iowa public universities could not offer the level of field experiences that UNI was able to provide because of PLS.

Without PLS, early field experiences would be difficult. It often felt that field experiences within the Cedar Falls and Waterloo public schools were hard to come by. For some UNI students, including myself, it was also difficult to travel to field experiences within the community and maintain a class load which would allow me to graduate in four years. College of Ed. classes which required field experiences not at PLS, often conflicted with other university courses due to travel time needed to and from the public school to the UNI campus.

I truly feel I received a wonderful education at UNI. I received four job offers before graduating from the College of Education in the spring of 2007. I believe that number should be a testament to level of education students are receiving in the College of Ed. and the value of Price Lab School.

It is my hope that you listen to all parties impacted by this decision: College of Ed. students,

PLS students and families, and College of Ed. professors. I would also encourage you to talk with school districts who consistently hire UNI College of Ed. graduates and alumni. I believe all parties will express to you how beneficial PLS is to the College of Education.

Thank you for your time.

Sincerely,

Emily (Ertz) Chua

Third Grade Teacher

Van R. Butler Elementary School

Santa Rosa Beach, FL

College of Education 2007 graduate

Major: Elementary Education

Minor: Literacy Education

**Subject:** Re: Fwd: Documents on the R&D  
**From:** Ben Allen <ben.allen@uni.edu>  
**Date:** 2/21/2012 9:03 PM  
**To:** Patricia Geadelmann <patricia.geadelmann@uni.edu>  
**CC:** brenda.buzynski@uni.edu, dwight.watson@uni.edu, Gloria Gibson <gloria.gibson@uni.edu>

Pat,

Thanks for the work on this project.

Ben

Patricia Geadelmann said the following on 2/21/2012 12:27 PM:

fyi -- These have been sent to Jeneane for conversations with legislators.

----- Original Message -----

**Subject:** Documents on the R&D  
**Date:** Tue, 21 Feb 2012 12:23:06 -0600  
**From:** Jane Larson <jane.larson@uni.edu>  
**To:** Jeneane Brewer <jeneane.beck@uni.edu>  
**CC:** patricia.geadelmann <patricia.geadelmann@uni.edu>

Let me know if you need anything else or have questions.

--  
Benjamin J. Allen  
President  
University of Northern Iowa  
20 Seerley Hall  
Cedar Falls, Iowa 50614-0705

Phone: 319-273-2566  
For deaf or hard of hearing, use Relay 711  
Fax: 319-273-6494



**Subject:** Question for tomorrow's meeting

**From:** James Maltas <james.maltas@uni.edu>

**Date:** 2/21/2012 9:04 PM

**To:** ben.allen@uni.edu, gloria.gibson@uni.edu, dwight.watson@uni.edu

Ben, Gloria, Dwight,

I know you have had a lot of reaction from your recent announcement about MPLS. I do not know what tomorrow's announcement will be. We all can only speculate related to the earlier announcement about budget.

One question I need answered tomorrow (and I will ask if not addressed) is why did we go to all of the trouble of hiring tenured track faculty last summer? It seems to me that this decision has been thought about long before this announcement. The request to fill has been sitting at the provost/president level since early fall. It implies to me that that this idea has been around long before the fall.

Faculty were hired early this summer for tenured track positions with the impression that this was a solid job. It seemed that way since we have not been able to search all of these positions previously and now we were given the opportunity. These people gave up good secure jobs to move to MPLS. Some of them moved their family to the area. They were in my mind clearly misled. A real injustice to them professionally.

Again I would appreciate an answer to this question. You made hard decisions and need to follow this up with honest answers.

James Maltas

[maltas@uni.edu](mailto:maltas@uni.edu)

Mathematics Instructor, Dept. Chair

Malcolm Price Laboratory School

University of Northern Iowa

Cedar Falls, Iowa 50613

**Subject:** Re: Question for tomorrow's meeting  
**From:** Ben Allen <ben.allen@uni.edu>  
**Date:** 2/21/2012 9:06 PM  
**To:** James Maltas <james.maltas@uni.edu>  
**CC:** gloria.gibson@uni.edu, dwight.watson@uni.edu

Dwight,

How many tenured track faculty members did we hire last summer?

Ben

James Maltas said the following on 2/21/2012 9:04 PM:

Ben, Gloria, Dwight,

I know you have had a lot of reaction from your recent announcement about MPLS. I do not know what tomorrow's announcement will be. We all can only speculate related to the earlier announcement about budget.

One question I need answered tomorrow (and I will ask if not addressed) is why did we go to all of the trouble of hiring tenured track faculty last summer? It seems to me that this decision has been thought about long before this announcement. The request to fill has been sitting at the provost/president level since early fall. It implies to me that that this idea has been around long before the fall.

Faculty were hired early this summer for tenured track positions with the impression that this was a solid job. It seemed that way since we have not been able to search all of these positions previously and now we were given the opportunity. These people gave up good secure jobs to move to MPLS. Some of them moved their family to the area. They were in my mind clearly mislead. A real injustice to them professionally.

Again I would appreciate an answer to this question. You made hard decisions and need to follow this up with honest answers.

James Maltas  
[maltas@uni.edu](mailto:maltas@uni.edu)  
Mathematics Instructor, Dept. Chair  
Malcolm Price Laboratory School  
University of Northern Iowa  
Cedar Falls, Iowa 50613

Re: Question for tomorrow's meeting

--

Benjamin J. Allen  
President  
University of Northern Iowa  
20 Seerley Hall  
Cedar Falls, Iowa 50614-0705

Phone: 319-273-2566  
For deaf or hard of hearing, use Relay 711  
Fax: 319-273-6494

3/14/2012 9:44 A

**Subject:** Re: PLS meeting tomorrow  
**From:** "Dwight C. Watson" <dwright.watson@uni.edu>  
**Date:** 2/22/2012 12:28 AM  
**To:** Melissa Heston <melissa.heston@uni.edu>

It is best not to attend the announcement because it is invited. next week there will be another meeting and it is more of a town hall for faculty.

Sent from my iPad

On Feb 21, 2012, at 6:05 PM, Melissa Heston <[melissa.heston@uni.edu](mailto:melissa.heston@uni.edu)> wrote:

Hi Dwight,

Is it alright if I attend the meeting at PLS tomorrow with the President and Provost? I know one has been scheduled, and I'm assuming it's kind of a closed meeting. However, I think it would be appropriate for me and Cherin to be there. I didn't get the announcement which arrived during the Executive Council meeting.

Melissa  
<[melissa\\_heston.vcf](mailto:melissa_heston.vcf)>

Re: Morale is not in the toilet

**Subject:** Re: Morale is not in the toilet  
**From:** "Dwight C. Watson" <dwright.watson@uni.edu>  
**Date:** 2/22/2012 12:30 AM  
**To:** David Else <daveelse@cfu.net>

Thanks you for your sage comments.

Sent from my iPad

On Feb 21, 2012, at 6:28 PM, David Else <daveelse@cfu.net> wrote:

Hi Dwight!

I read your email with interest today. All of us in education have gone through some tremendous challenges and we have had to make tough personnel decisions. Budget issues have existed for years and people have been impacted by program and job changes. Hundreds of Iowa school districts have been lost. Iowa school districts have had to close numerous schools and they continue to provide quality education to students. Although there are those who might say "morale is in the toilet" there are many of us that don't feel that way at all. People choose their own morale. It is not caused by someone else. If we want to feel bad because we are in difficult economic times then we'll feel bad. If on the other hand we focus on the positives that surround everyone of us every day then we'll feel good. For those who choose "low morale" (whatever that is), because of today's uncertainty, when the uncertainty is erased they will choose low morale for some other reason. I believe we have strong enough people at UNI that if some programs and faculty are lost, we will continue to be an excellent university that serves the state of Iowa with professionalism and dignity. One program or school **does** not make a university. We can grieve loss but we do not have to be consumed by it. Best wishes!

Dave

**Subject:** Re: Question for tomorrow's meeting  
**From:** "Dwight C. Watson" <dwright.watson@uni.edu>  
**Date:** 2/22/2012 12:35 AM  
**To:** James Maltas <james.maltas@uni.edu>

I will await the President's response.

Sent from my iPad

On Feb 21, 2012, at 9:04 PM, James Maltas <[james.maltas@uni.edu](mailto:james.maltas@uni.edu)> wrote:

Ben, Gloria, Dwight,

I know you have had a lot of reaction from your recent announcement about MPLS. I do not know what tomorrow's announcement will be. We all can only speculate related to the earlier announcement about budget.

One question I need answered tomorrow (and I will ask if not addressed) is why did we go to all of the trouble of hiring tenured track faculty last summer? It seems to me that this decision has been thought about long before this announcement. The request to fill has been sitting at the provost/president level since early fall. It implies to me that that this idea has been around long before the fall.

Faculty were hired early this summer for tenured track positions with the impression that this was a solid job. It seemed that way since we have not been able to search all of these positions previously and now we were given the opportunity. These people gave up good secure jobs to move to MPLS. Some of them moved their family to the area. They were in my mind clearly misled. A real injustice to them professionally.

Again I would appreciate an answer to this question. You made hard decisions and need to follow this up with honest answers.

James Maltas  
[maltas@uni.edu](mailto:maltas@uni.edu)  
Mathematics Instructor, Dept. Chair  
Malcolm Price Laboratory School  
University of Northern Iowa  
Cedar Falls, Iowa 50613

Re: Question for tomorrow's meeting

**Subject:** Re: Question for tomorrow's meeting  
**From:** "Dwight C. Watson" <dwight.watson@uni.edu>  
**Date:** 2/22/2012 12:35 AM  
**To:** Ben Allen <ben.allen@uni.edu>

Th

Sent from my iPad

On Feb 21, 2012, at 9:06 PM, Ben Allen <[ben.allen@uni.edu](mailto:ben.allen@uni.edu)> wrote:

Dwight,

How many tenured track faculty members did we hire last summer?

Ben

James Maltas said the following on 2/21/2012 9:04 PM:

Ben, Gloria, Dwight,

I know you have had a lot of reaction from your recent announcement about MPLS. I do not know what tomorrow's announcement will be. We all can only speculate related to the earlier announcement about budget.

One question I need answered tomorrow (and I will ask if not addressed) is why did we go to all of the trouble of hiring tenured track faculty last summer? It seems to me that this decision has been thought about long before this announcement. The request to fill has been sitting at the provost/president level since early fall. It implies to me that that this idea has been around long before the fall.

Faculty were hired early this summer for tenured track positions with the impression that this was a solid job. It seemed that way since we have not been able to search all of these positions previously and now we were given the opportunity. These people gave up good secure jobs to move to MPLS. Some of them moved their family to the area. They were in my mind clearly misled. A real injustice to them professionally.

Again I would appreciate an answer to this question. You made hard decisions and need to follow this up with honest answers.

James Maltas

[maltas@uni.edu](mailto:maltas@uni.edu)

Mathematics Instructor, Dept. Chair  
Malcolm Price Laboratory School  
University of Northern Iowa  
Cedar Falls, Iowa 50613

--

Benjamin J. Allen  
President  
University of Northern Iowa  
20 Seerley Hall  
Cedar Falls, Iowa 50614-0705

Phone: 319-273-2566  
For deaf or hard of hearing, use Relay 711  
Fax: 319-273-6494



**Subject:** Re: Question for tomorrow's meeting  
**From:** "Dwight C. Watson" <dwight.watson@uni.edu>  
**Date:** 2/22/2012 12:36 AM  
**To:** Ben Allen <ben.allen@uni.edu>  
**CC:** "gloria.gibson@uni.edu" <gloria.gibson@uni.edu>

Three.

Sent from my iPad

On Feb 21, 2012, at 9:06 PM, Ben Allen <[ben.allen@uni.edu](mailto:ben.allen@uni.edu)> wrote:

Dwight,

How many tenured track faculty members did we hire last summer?

Ben

James Maltas said the following on 2/21/2012 9:04 PM:

Ben, Gloria, Dwight,

I know you have had a lot of reaction from your recent announcement about MPLS. I do not know what tomorrow's announcement will be. We all can only speculate related to the earlier announcement about budget.

One question I need answered tomorrow (and I will ask if not addressed) is why did we go to all of the trouble of hiring tenured track faculty last summer? It seems to me that this decision has been thought about long before this announcement. The request to fill has been sitting at the provost/president level since early fall. It implies to me that that this idea has been around long before the fall.

Faculty were hired early this summer for tenured track positions with the impression that this was a solid job. It seemed that way since we have not been able to search all of these positions previously and now we were given the opportunity. These people gave up good secure jobs to move to MPLS. Some of them moved their family to the area. They were in my mind clearly misled. A real injustice to them professionally.

Again I would appreciate an answer to this question. You made hard decisions and need to follow this up with honest answers.

James Maltas  
[maltas@uni.edu](mailto:maltas@uni.edu)  
Mathematics Instructor, Dept. Chair  
Malcolm Price Laboratory School  
University of Northern Iowa  
Cedar Falls, Iowa 50613

--

Benjamin J. Allen  
President  
University of Northern Iowa  
20 Seerley Hall  
Cedar Falls, Iowa 50614-0705

Phone: 319-273-2566  
For deaf or hard of hearing, use Relay 711  
Fax: 319-273-6494

**Subject:** Fwd: Alum writing in respect to the possible closure of Price Lab School  
**From:** "Dwight C. Watson" <dwight.watson@uni.edu>  
**Date:** 2/22/2012 12:37 AM  
**To:** Mary-Sue Bartlett <mary-sue.bartlett@uni.edu>

Please print.

Sent from my iPad

Begin forwarded message:

**From:** Emily Chua <[emily.h.chua@gmail.com](mailto:emily.h.chua@gmail.com)>  
**Date:** February 21, 2012 8:38:37 PM CST  
**To:** [ben.allen@uni.edu](mailto:ben.allen@uni.edu)  
**Cc:** [dwight.watson@uni.edu](mailto:dwight.watson@uni.edu)  
**Subject:** Alum writing in respect to the possible closure of Price Lab School

Dear President Allen and Dean Watson,

I was disheartened to hear the University of Northern Iowa might lose one of the College of Education's greatest resources, Price Laboratory School. As a 2007 alum, I spent many hours at PLS. In looking back at my education at UNI, I truly believe I would not have received the same education without PLS.

PLS is a defining characteristic of the College of Education because it is one of the few lab schools left in the country. It provides vital field experience to students who are in the College of Ed. The lab school provided an environment where my peers and I could easily observe classes, veteran teachers, and begin field experiences as early as sophomore year. The other Iowa public universities could not offer the level of field experiences that UNI was able to provide because of PLS.

Without PLS, early field experiences would be difficult. It often felt that field experiences within the Cedar Falls and Waterloo public schools were hard to come by. For some UNI students, including myself, it was also difficult to travel to field experiences within the community and maintain a class load which would allow me to graduate in four years. College of Ed. classes which required field experiences not at PLS, often conflicted with

other university courses due to travel time needed to and from the public school to the UNI campus.

I truly feel I received a wonderful education at UNI. I received four job offers before graduating from the College of Education in the spring of 2007. I believe that number should be a testament to level of education students are receiving in the College of Ed. and the value of Price Lab School.

It is my hope that you listen to all parties impacted by this decision: College of Ed. students, PLS students and families, and College of Ed. professors. I would also encourage you to talk with school districts who consistently hire UNI College of Ed. graduates and alumni. I believe all parties will express to you how beneficial PLS is to the College of Education.

Thank you for your time.

Sincerely,

Emily (Ertz) Chua

Third Grade Teacher

Van R. Butler Elementary School

Santa Rosa Beach, FL

College of Education 2007 graduate

Major: Elementary Education

Minor: Literacy Education

**Subject:** Re: Alum writing in respect to the possible closure of Price Lab School  
**From:** "Dwight C. Watson" <dwright.watson@uni.edu>  
**Date:** 2/22/2012 12:38 AM  
**To:** Emily Chua <emily.h.chua@gmail.com>

I agree that the lab school is a wonderful arena of practice. I appreciate your commentary.

Sent from my iPad

On Feb 21, 2012, at 8:38 PM, Emily Chua <[emily.h.chua@gmail.com](mailto:emily.h.chua@gmail.com)> wrote:

Dear President Allen and Dean Watson,

I was disheartened to hear the University of Northern Iowa might lose one of the College of Education's greatest resources, Price Laboratory School. As a 2007 alum, I spent many hours at PLS. In looking back at my education at UNI, I truly believe I would not have received the same education without PLS.

PLS is a defining characteristic of the College of Education because it is one of the few lab schools left in the country. It provides vital field experience to students who are in the College of Ed. The lab school provided an environment where my peers and I could easily observe classes, veteran teachers, and begin field experiences as early as sophomore year. The other Iowa public universities could not offer the level of field experiences that UNI was able to provide because of PLS.

Without PLS, early field experiences would be difficult. It often felt that field experiences within the Cedar Falls and Waterloo public schools were hard to come by. For some UNI students, including myself, it was also difficult to travel to field experiences within the community and maintain a class load which would allow me to graduate in four years. College of Ed. classes which required field experiences not at PLS, often conflicted with other university courses due to travel time needed to and from the public school to the UNI campus.

I truly feel I received a wonderful education at UNI. I received four job offers before graduating from the College of Education in the spring of 2007. I believe that number

should be a testament to level of education students are receiving in the College of Ed. and the value of Price Lab School.

It is my hope that you listen to all parties impacted by this decision: College of Ed. students, PLS students and families, and College of Ed. professors. I would also encourage you to talk with school districts who consistently hire UNI College of Ed. graduates and alumni. I believe all parties will express to you how beneficial PLS is to the College of Education.

Thank you for your time.

Sincerely,

Emily (Ertz) Chua

Third Grade Teacher

Van R. Butler Elementary School

Santa Rosa Beach, FL

College of Education 2007 graduate

Major: Elementary Education

Minor: Literacy Education

**Subject:** Re: update on Executive Council Meeting  
**From:** "Dwight C. Watson" <dwright.watson@uni.edu>  
**Date:** 2/22/2012 1:09 AM  
**To:** Melissa Heston <melissa.heston@uni.edu>  
**CC:** Mary-Sue Bartlett <mary-sue.bartlett@uni.edu>

There is money to replace his position if that is what you are asking, but no hiring will be done this year. We will have release funds for whoever is selected for the Assessment Coordinator. Mary Sue, please gather the job descriptions requested.

I will get the second part of your message to Pat and Jeneane.  
Sent from there my iPad

On Feb 21, 2012, at 6:39 PM, Melissa Heston <[melissa.heston@uni.edu](mailto:melissa.heston@uni.edu)> wrote:

Hi,

In the conversation regarding the three positions, Director of Assessment for Teacher Education, Elementary Teacher Education Coordinator, and Director of the Office of Student Field Experiences, the committee would like to review the job descriptions. There was uncertainty as to whether there is any money available to actually replace Barry, and it was suggested that perhaps the Office of Institutional Research could take on some of his responsibilities (e.g., completing annual reports for Title II and the state), while other aspects of the position might become the responsibility of either coordinators, Senates, or the Executive Council (e.g., moving the program forward based on outcome data). The group was inclined to support the idea of an internal search for the two director positions and an interim appointment for the coordinator's position. However, there were concerns as to whether there would be viable internal applicants, and whether it might be better to target particular individuals with desired skill sets.

In terms of HSB 517 and SSB 3171, the Council didn't seem to be inclined to take a strong position right now. There seemed to be some uncertainty about whether there was a need to do so, given that the two bills are so different, nothing has made it through the funnel yet, and so on. We did talk about the continuous improvement portion of the Senate Bill, and the impact of the House on teacher education enrollments if passed as written. I asked about possible costs of the continuous improvement plan, and it appears that costs would be dependent in large part upon how involved these processes/methodologies and the reports needed to be. If the SALGI course evaluation system could be used, then individual faculty were required to write up a paragraph on how they would improve their course, then costs might be minimal in terms of data collection since SALGI is done online. There was discussion that this might require an additional administrator and secretarial help with associated costs for salary and benefits to collect and collate the data and create the report. It was suggested that Donna Vinton, as Director of Assessment, might have these duties. The basic position of the Executive Council seemed to be that this was a duplication of effort given our use of instructor evaluations and student outcome assessments and program review processes, and thus not needed.

I couldn't get any good sense of how expensive this might be. Mike Licari might be your best person to provide an estimate of cost.

There was discussion about the lack of consultation with Council regarding PLS; that is, if TE is a university wide responsibility, then the Council should have been consulted, rather than just the Dean of the COE as appears to be the case. The announcement of the PLS meeting came during a discussion of whether or not the Council should send a letter to the President on the critical role PLS plays in teacher education. After some discussion, Mike agreed to draft a letter to the President suggesting that the Council be consulted about how the teacher education program might best move toward becoming premier should PLS be closed in part or in whole.

Melissa

<melissa\_heston.vcf>



**Subject:** Re: Ed Leadership & Postsec Ed banner  
**From:** "Dwight C. Watson" <dwight.watson@uni.edu>  
**Date:** 2/22/2012 1:16 AM  
**To:** Stacey Christensen <stacey.christensen@uni.edu>  
**CC:** "jess.betts@uni.edu" <jess.betts@uni.edu>

I would suggest that we bundle the department of teaching, ofse, and teacher. Education together. Jess, please give me a cost estimate for the total.

Sent from my iPad

On Feb 21, 2012, at 11:49 AM, Stacey Christensen <[stacey.christensen@uni.edu](mailto:stacey.christensen@uni.edu)> wrote:

Instead of OSFE would it be Dept. of Teaching?  
Where does Teacher Education fit into banner needs?  
Stacey Christensen  
University of Northern Iowa  
Public Relations Manager  
[stacey.christensen@uni.edu](mailto:stacey.christensen@uni.edu)  
319-273-6728  
[www.uni.edu/newsroom](http://www.uni.edu/newsroom)

On Feb 20, 2012, at 2:08 PM, Jess Betts wrote:

Dwight,

I've been working with Vickie to get the Ed Leadership & Postsecondary Education retractable banner designed and she has just approved. Just fyi, I'll be sending you a pdf of each banner as they are approved by department heads. Please send me a quick email after you review each (as little as the word "ok" as a reply will suffice) to let me know you have approved for printing.

Also, I put together a list of departments/programs we anticipate will be contacting us for banners - please let me know if this needs to be adjusted at all so we know what exactly we should be doing and for whom. (I guessed the best I could based on programs listed on your website.)

Curriculum & Instruction  
Special Education  
Education Leadership & Postsecondary Education - attached, approval needed  
Educational Psychology & Foundations

OSFE and/or MPLS (? - figured probably not MPLS at this point, but wasn't sure about OSFE)

HPELS general banner  
Athletic Training  
Health Promotion & Education  
Leisure, Youth & Human Services  
Physical Education

UNI-CUE general banner  
Classic Upward Bound  
Educational Talent Search  
Educational Opportunity Center  
Iowa Math & Science Academy

Thanks,  
Jess

<2202.0-12.1COE-EdLeaderBannerProof3.pdf>

**Subject:** Re: Ed Leadership & Postsec Ed banner  
**From:** "Dwight C. Watson" <dwight.watson@uni.edu>  
**Date:** 2/22/2012 1:17 AM  
**To:** Jess Betts <jess.betts@uni.edu>

Yes, look for another that highlights diversity. thanks

Sent from my iPad

On Feb 21, 2012, at 3:28 PM, Jess Betts <jess.betts@uni.edu> wrote:

We've already used that particular photo of Vickie on the general COE banner we did for Mary H. I just want to be careful that we're not duplicating too many photos in case these end up in one place for some occasion. I can see if there are any others that highlight diversity. If not, we can use the same photos, but we'll have to be careful not to place it too close to the other one if they are together at some point.

Vickie - can you provide me copy for another short bullet point per Dwight's suggestion below?

Thanks,  
Jess

On Feb 20, 2012, at 6:13 PM, Dr. Dwight C. Watson wrote:

I don't like the picture at the bottom with the talking head facing the two students. Need a bullet that explains the services of the post-secondary program so that people will recognize that higher education administration and leadership is a viable program focus. Could you replace with the picture of Vickie talking to a group of students around the table? That picture showcases a student of color. Thanks Jess for sending them my way.

Dr. Dwight C. Watson  
Dean, College of Education  
University of Northern Iowa

-----Original Message-----

From: Jess Betts [<mailto:jess.betts@uni.edu>] Sent: Monday, February 20, 2012 2:09 PM  
To: Dwight Watson  
Cc: Stacey Christensen  
Subject: Ed Leadership & Postsec Ed banner

Dwight,

I've been working with Vickie to get the Ed Leadership & Postsecondary Education retractable banner designed and she has just approved. Just fyi, I'll be sending you a pdf of each banner as they are approved by department heads. Please send me a quick email after you review each (as little as the word "ok" as a reply will suffice) to let me know you have approved for printing.

Also, I put together a list of departments/programs we anticipate will be

contacting us for banners - please let me know if this needs to be adjusted at all so we know what exactly we should be doing and for whom. (I guessed the best I could based on programs listed on your website.)

Curriculum & Instruction

Special Education

Education Leadership & Postsecondary Education - attached, approval needed

Educational Psychology & Foundations

OSFE and/or MPLS (?) - figured probably not MPLS at this point, but wasn't sure about OSFE)

HPELS general banner

Athletic Training

Health Promotion & Education

Leisure, Youth & Human Services

Physical Education

UNI-CUE general banner

Classic Upward Bound

Educational Talent Search

Educational Opportunity Center

Iowa Math & Science Academy

Thanks,

Jess

**Subject:** Re: List

**From:** "Dwight C. Watson" <dwright.watson@uni.edu>

**Date:** 2/22/2012 1:25 AM

**To:** Mickey Mack <mickey.mack@uni.edu>

This programs will be eliminated due to low enrollment.

Sent from my iPad

On Feb 21, 2012, at 8:59 AM, Mickey Mack <[mickey.mack@uni.edu](mailto:mickey.mack@uni.edu)> wrote:

This is too broad to respond to. What specifically is being flagged so I could better respond?

On Mon, Feb 20, 2012 at 9:38 PM, Dr. Dwight C. Watson <[dwright.watson@uni.edu](mailto:dwright.watson@uni.edu)> wrote:

This is what is being flagged. What are your thoughts?

- o School of Health, Physical Education, and Leisure Services

- § Minors

- § Physical Education-Elementary Teaching

- § Undergraduate Majors (B.A.)

- § Health Education-Teaching

Dr. Dwight C. Watson

Dean, College of Education

University of Northern Iowa

**Subject:** Re: List

**From:** "Dwight C. Watson" <dwright.watson@uni.edu>

**Date:** 2/22/2012 1:26 AM

**To:** Mickey Mack <mickey.mack@uni.edu>

thanks for this commentary.

Sent from my iPad

On Feb 21, 2012, at 12:47 PM, Mickey Mack <mickey.mack@uni.edu> wrote:

Dean Watson,

I think I now understand this email in that two areas of HPELS are being flagged, PE - Elementary teaching minor and the Health Education - Teaching major. Sorry for my previous response.

First, in the Health Division's curriculum proposal that they completed and I presented to you this fall, that major was dropped and students have been advised accordingly. However, it should also be noted that the Health Education minor is very active, with 85 students, and is considered a high-need content area. Thus, we are advising prospective teachers to get a Health Education minor because while it is a much-needed area of content within Iowa very few schools have a full-time Health Education teacher. It is much more likely that they teach 3/4 time in some other area and 1/4 in Health. (We also have 106+ current teachers taking courses in our online Health Education program trying to get their endorsement because they are or will be teaching Health in their district.)

Considering the PE - Elementary teaching minor, this has very few students (4 currently). We have not dropped the program because all of these courses are taught for the PE - Teaching major (144 majors). Thus, in our eyes this minor is "free" and dropping the minor will not have any cost savings.

Hope this helps,  
Mick

On Mon, Feb 20, 2012 at 9:38 PM, Dr. Dwight C. Watson <dwright.watson@uni.edu> wrote:

This is what is being flagged. What are your thoughts?

o School of Health, Physical Education, and Leisure Services

§ Minors

§ Physical Education-Elementary Teaching

§ Undergraduate Majors (B.A.)

§ Health Education-Teaching

Dr. Dwight C. Watson

Dean, College of Education

University of Northern Iowa

**Subject:** Re: MPLS Uncertainty  
**From:** "Dwight C. Watson" <dwright.watson@uni.edu>  
**Date:** 2/22/2012 1:35 AM  
**To:** Nadene Davidson <nadene.davidson@uni.edu>

Should send to Teacher Education Advisory Board as well.

Sent from my iPad

On Feb 21, 2012, at 11:00 AM, Nadene Davidson <nadene.davidson@uni.edu> wrote:

Good morning,

For RAN Board members that are beyond the local area, I would like to share some recent action of President Allen. On Thursday, February 16, at 5:23 p.m., President Allen sent the following message to the UNI community:

**February 16, 2012**

***The higher education landscape has changed dramatically, both in Iowa and throughout the nation. As leaders in higher education, we have a responsibility to our students, their parents and taxpayers of Iowa to maintain our excellent academic reputation, enhance access and affordability, and prepare for the future. In times like these, we must define our future before circumstances dictate it for us.***

***Changes have been made during the past few years to prepare us for the future. Unfortunately, those changes were not enough. We continue to need to make strategic budget decisions by reallocating and aligning resources to support our core mission and values.***

***Academic and non-academic programs, support services, and outsourcing opportunities are being reviewed. Malcolm Price Lab School, the UNI Museum, Panther Athletics and UNI Print Services are included in this review. We will announce academic program mergers and closures. The academic programs are those with low enrollment and few graduates. Students enrolled in those programs will be allowed to finish their programs.***

***We are working with the Board of Regents, State of Iowa, and consulting with applicable stakeholders, to make changes now to ensure the educational experience we want for every student exists in the future. Making difficult decisions today will help ensure that we continue our tradition of excellence. We believe these decisions will result in an institution that retains and builds***



on its historic strengths, while aligning us for future success in a challenging and competitive education environment.

Thank you for your confidence and support.

Sincerely,

Ben Allen

As you can see he identified MPLS as an academic program that is being reviewed. This has caused great concern, and in addition, several local newspapers printed articles on Thursday afternoon with the following headlines:

**UPDATE - UNI President: Cuts could be coming for academics, athletics, and lab school** (Waterloo Courier) and **Regents leaders say board is open to cuts at UNI**

**Options include cutting programs, closing Price Lab school** (Cedar Rapids Gazette) <http://thegazette.com/2012/02/17/regents-leaders-say-board-is-open-to-cuts-at-uni/>.

This announcement comes at a time when MPLS has been identified as Iowa's Research and Development School as per the legislation that was passed a couple of years ago. The MPLS faculty is implementing the R&D Strategic Plan that was developed by a statewide stakeholder group that was identified in the legislation. The MPLS enrollment requests are up for next year. (The enrollment is capped by the legislation so actually there are more families requesting to attend MPLS than we can accept.) The number of teacher education candidates that have clinical experiences at MPLS continues to grow. ....and we had a very successful Legends of the Lab event in November with final accounting of over in \$15,000 net revenue.

We do not have any additional information at this time but do anticipate hearing something from President Allen in the next few days.

Regards,  
Nadene

<nadene\_davidson.vcf>

**Subject:** Fwd: Meeting notes from 2/20  
**From:** "Dwight C. Watson" <dwight.watson@uni.edu>  
**Date:** 2/22/2012 1:39 AM  
**To:** Mary-Sue Bartlett <mary-sue.bartlett@uni.edu>

Please print

Sent from my iPad

Begin forwarded message:

**From:** Aimee Klostermann <[aimee.klostermann@uni.edu](mailto:aimee.klostermann@uni.edu)>  
**Date:** February 21, 2012 4:53:44 PM CST  
**To:** [dwight.watson@uni.edu](mailto:dwight.watson@uni.edu), Nadene Davidson <[nadene.davidson@uni.edu](mailto:nadene.davidson@uni.edu)>  
**Cc:** Tera Weber <[tera.weber@uni.edu](mailto:tera.weber@uni.edu)>  
**Subject:** Meeting notes from 2/20

Dean Watson,

It was a pleasure to meet with you yesterday. You had asked Tera and I to type up some of our main talking points. I have attached them.

Please let us know if there is anything else you need.

Have a great evening,  
Aimee

—

Aimee Klostermann  
UNI Child Development Center  
1 PLS, 19th & Campus St.  
Cedar Falls, IA 50614-0611  
Interim Coordinator  
319-273-3946  
[www.uni.edu/cdc](http://www.uni.edu/cdc)

— Untitled attachment 01264.htm —

—Attachments: 

---

Talking Points.docx	139 KB
Untitled attachment 01264.htm	92 bytes

## **Talking Points**

**2/20/12**

Tera Weber and Aimee Klostermann meeting with Dean Watson

1. Tera and Aimee met with the Dean to discuss the UNI CDC, including its fiscal viability, the dual leadership role in place now, potential for growth, and physical location.
2. We were happy to know that our budget is doing okay. We talked about a few expenses coming up that were not really anticipated. The fingerprinting issue for relicensure is going to cost more than we thought. Each fingerprint has a \$10 charge (whether the CF police station does it or Public Safety) plus a \$30.25 charge to get them processed. Not as many student staff has the fingerprinting completed as we originally thought. We are thinking this endeavor would cost around \$2000. There are ten lead teachers, and 40 student staff. We just talked with Child Care Resource and Referral, and they are having a special date set aside at the CF police department to get fingerprints done for \$5 each. This date is at the end of March. We want to take advantage of that, as that will save some money.

We have about 25 students with work study. We are stretching their work study out as much as possible. We are very conscientious about sending staff home when we do not need them (i.e. low on children). We do have many participants come into our classrooms, but they do not count in our ratio.

Tera and Aimee are in the process of submitting materials to the Quality Rating System (QRS). This certificate was obtained three years ago and can be renewed again. We achieved the highest level, Level 5, last time and are aiming to do that again. This program gives money to the participants once the paperwork has been completed and approved. We are aiming for Level 5, which awards \$4000. This will greatly enhance our budget as we can use the money for anything.

We are just starting the process of determining enrollment for summer and fall. We are sending a letter out to our waiting list to see who is going to remain on the list so we can fill in any gaps we might have open after we've asked our current families who is going to be attending next year.

We also talked about our Head Start contract and that it looks like only four hours of care for Head Start children are covered each day. We need to meet with Kim to determine what our next steps are in what do with our families in order to get the rest of the day paid for. This brings up many issues because parents could just choose to bring their children 4 hours a day, but the parents would have to adhere to that and get charged if they do not. Staffing patterns would change if children only came part time.

3. We were very pleased to hear that our program is fiscally viable, the leadership is stable, and that UNI is committed to maintaining the Child Development Center. With the news the President came out with regarding potential cuts for PLS, some teachers and parents became very apprehensive even though our name was not specifically mentioned. We have told the teachers about UNI being committed to sustaining our Center, which can then be passed on to parents as they ask questions.
4. So far the dual leadership role between Tera and Aimee has worked out well. We've each taken on different roles in order to be organized, showcase our talents, and get what needs to be done completed on a daily basis. We understand we need to discuss what our plans are for this summer and next year with Nadene in terms of Interim Coordinator. We are trying to determine what is best for the center.
5. Although we do not know what will happen to PLS, we discussed a little bit about potential growth and physical location. It sounded like we would remain in this building for at least another year regardless of what happens to the rest of school. There was a concern about vending food, but we can get food catered from the dining centers or Hy-Vee. In the past, we've gotten our food for lunches from the Towers dining center. These possibilities will be considered soon because we will need to provide lunches over the summer and we are not sure if PLS will be able to continue that service this summer.

**Subject:** Re: Meeting notes from 2/20

**From:** "Dwight C. Watson" <dwight.watson@uni.edu>

**Date:** 2/22/2012 1:40 AM

**To:** Aimee Klostermann <aimee.klostermann@uni.edu>

**CC:** Nadene Davidson <nadene.davidson@uni.edu>, Tera Weber <tera.weber@uni.edu>

Thank you for capturing these points.

Sent from my iPad

On Feb 21, 2012, at 4:53 PM, Aimee Klostermann <aimee.klostermann@uni.edu> wrote:

Dean Watson,

It was a pleasure to meet with you yesterday. You had asked Tera and I to type up some of our main talking points. I have attached them.

Please let us know if there is anything else you need.

Have a great evening,  
Aimee

--

Aimee Klostermann  
UNI Child Development Center  
1 PLS, 19th & Campus St.  
Cedar Falls, IA 50614-0611  
Interim Coordinator  
319-273-3946  
[www.uni.edu/cdc](http://www.uni.edu/cdc)  
<Talking Points.docx>

**Subject:** Re: Reminder  
**From:** "Dwight C. Watson" <dwight.watson@uni.edu>  
**Date:** 2/22/2012 2:01 AM  
**To:** Joel Haack <joel.haack@uni.edu>

I appreciate this.

Sent from my iPad

On Feb 21, 2012, at 2:54 AM, Joel Haack <joel.haack@uni.edu> wrote:

I've seen some of the announcements of meetings -- there certainly have been plenty. My message to folk has been to support their appreciation of what PLS has had to offer and the work the faculty members there have done, but that UNI doesn't have the funds to continue. I'm trying to direct frustration where it seems to me to belong -- the lack of support by the state.

And we did miss you last night --we thought you might have been in a bunker somewhere.

On Mon, Feb 20, 2012 at 7:53 PM, Dr. Dwight C. Watson <dwight.watson@uni.edu> wrote:

I have just gotten back from a Chicago week of our national conference. Although I could have used the libations, I am too focused on the issues at hand. I have been called to emergency meetings last week as well as other constant inquiries. Another meeting tomorrow with requests and immediate responses needed. I am still at work trying to make sense of it all.

Dr. Dwight C. Watson  
Dean, College of Education  
University of Northern Iowa

-----Original Message-----

**From:** Philip Mauceri [mailto:philip.mauceri@uni.edu]  
**Sent:** Monday, February 20, 2012 9:32 AM  
**To:** Farzad Moussavi; Joel Haack; Dwight Watson; Kent Johnson  
**Subject:** Reminder

Colleagues,



A reminder that our symposium will be today, beginning at 5:30 in the Stuffed Olive. Also, check availability for late next week--we may want to think of another one après le deluge.

Phil

Sent from my iPad

--

Dean, College of Humanities, Arts and Sciences  
University of Northern Iowa

**Subject:** Re: Please support Malcolm Price Laboratory School  
**From:** "Dwight C. Watson" <dwight.watson@uni.edu>  
**Date:** 2/22/2012 2:02 AM  
**To:** Aubrey A Huber <aubreyahuber@gmail.com>

Thank you for your thoughtful commentary and support.

Sent from my iPad

On Feb 21, 2012, at 7:15 AM, Aubrey A Huber <aubreyahuber@gmail.com> wrote:

To Whom It May Concern:

My name is Aubrey A. Huber and I am currently a PhD candidate studying pedagogy at the Southern Illinois University Carbondale. I am a Malcolm Price Laboratory School (MPLS) graduate (2003) as well as a University of Northern Iowa graduate (BA, 2007). I am writing on behalf of MPLS based on recent information about the potential closing of this school. As a former College of Education student, doing both my level II, level III, and student teaching at MPLS I am shocked and distressed by the possibility of closing MPLS. If the state of Iowa wants UNI to remain ranked as one of the "Best Midwest Universities" with "exceptional programs such as education," as is posted on on the Board of Regents website, the state cannot close MPLS.

If MPLS is eliminated the state will not only lose its premier research and development K-12 institution, known throughout the country, UNI students will also lose the opportunity to work with experienced educators who are able to mentor them as the future educators of our state and nation. Many of the MPLS faculty members are nationally board certified in their areas of expertise in addition to having their MA or PhD. Not only are these teachers exceptional elementary and secondary teachers, they provide unique insight, guidance, and knowledge to their undergraduate and graduate students. In my experience, I received much more time with MPLS teachers to plan, strategize, and discuss teaching, than was possible when working with public school teachers.

UNI administration has suggested that the local public school systems could absorb the pre-service teachers that go through MPLS every year. Though I have worked with many dedicated public school educators, it is not just to ask public school teachers who teach all day, with perhaps only one planning period, to take on teacher education students. We should not be asking public school teachers to further sacrifice their time to learn how to teach and mentor teacher education students. If we ask public school teachers to take on UNI teacher education students, in addition to their own classes, not only will their pupils' education suffer but so will the education of our future Iowa teachers.

If the state cuts MPLS, UNI's College of Education will no longer be a premier choice for future teachers. My decision to become a teacher was greatly influenced by my ability to work with the faculty and students at MPLS, where experiential and rigorous learning is highly valued. Without MPLS I would have chosen to leave the state in search of a like-place. However, as I researched pedagogy and education both for my MA degree, and continuing to study pedagogy to earn my PhD, I am learning very few places like MPLS exist. As a result teacher education students across the country get less and less time learning to teach with experienced educators, which makes many feel ill-prepared and unready when they enter the classroom.

Had it not been for MPLS I would never have become a teacher nor would I be continuing graduate study education and pedagogy. MPLS is a valuable asset to UNI and the state of Iowa. Please support this school help it to remain open and continue the quality education teacher education students can receive at the University of Northern Iowa.

Sincerely,

Aubrey A. Huber  
Assistant Director of the Core Curriculum  
Ph.D. Candidate  
Southern Illinois University Carbondale

**Subject:** Fwd: Please support Malcolm Price Laboratory School  
**From:** "Dwight C. Watson" <dwright.watson@uni.edu>  
**Date:** 2/22/2012 2:03 AM  
**To:** Mary-Sue Bartlett <mary-sue.bartlett@uni.edu>

Please print

Sent from my iPad

Begin forwarded message:

**From:** Aubrey A Huber <[aubreyahuber@gmail.com](mailto:aubreyahuber@gmail.com)>  
**Date:** February 21, 2012 7:15:29 AM CST  
**To:** undisclosed-recipients;;  
**Subject:** Please support Malcolm Price Laboratory School

To Whom It May Concern:

My name is Aubrey A. Huber and I am currently a PhD candidate studying pedagogy at the Southern Illinois University Carbondale. I am a Malcolm Price Laboratory School (MPLS) graduate (2003) as well as a University of Northern Iowa graduate (BA, 2007). I am writing on behalf of MPLS based on recent information about the potential closing of this school. As a former College of Education student, doing both my level II, level III, and student teaching at MPLS I am shocked and distressed by the possibility of closing MPLS. If the state of Iowa wants UNI to remain ranked as one of the "Best Midwest Universities" with "exceptional programs such as education," as is posted on on the Board of Regents website, the state cannot close MPLS.

If MPLS is eliminated the state will not only lose its premier research and development K-12 institution, known throughout the country, UNI students will also lose the opportunity to work with experienced educators who are able to mentor them as the future educators of our state and nation. Many of the MPLS faculty members are nationally board certified in their areas of expertise in addition to having their MA or PhD. Not only are these teachers exceptional elementary and secondary teachers, they provide unique insight, guidance, and knowledge to their undergraduate and graduate students. In my experience, I received much more time with MPLS teachers to plan, strategize, and discuss teaching, than was possible when working with public school teachers.

UNI administration has suggested that the local public school systems could absorb the pre-service teachers that go through MPLS every year. Though I have worked with many dedicated public school educators, it is not just to ask public school teachers who teach all day, with perhaps only one planning period, to take on teacher education students. We should not be asking public school teachers to further sacrifice their time to learn how to teach and mentor teacher education students. If we ask public school teachers to take on UNI teacher education students, in addition to their own classes, not only will their pupils' education suffer but so will the education of our future Iowa teachers.

If the state cuts MPLS, UNI's College of Education will no longer be a premier choice for future teachers. My decision to become a teacher was greatly influenced by my ability to work with the faculty and students at MPLS, where experiential and rigorous learning is highly valued. Without MPLS I would have chosen to leave the state in search of a like-place. However, as I researched pedagogy and education both for my MA degree, and continuing to study pedagogy to earn my PhD, I am learning very few places like MPLS exist. As a result teacher education students across the country get less and less time learning to teach with

experienced educators, which makes many feel ill-prepared and unready when they enter the classroom.

Had it not been for MPLS I would never have become a teacher nor would I be continuing graduate study education and pedagogy. MPLS is a valuable asset to UNI and the state of Iowa. Please support this school help it to remain open and continue the quality education teacher education students can receive at the University of Northern Iowa.

Sincerely,

Aubrey A. Huber  
Assistant Director of the Core Curriculum  
Ph.D. Candidate  
Southern Illinois University Carbondale

**Subject:** Re: documents  
**From:** "Dwight C. Watson" <dwight.watson@uni.edu>  
**Date:** 2/22/2012 2:04 AM  
**To:** Kerri Clopton <kerri.clopton@uni.edu>

All look great. thanks for sharing

Sent from my iPad

On Feb 21, 2012, at 7:44 AM, Kerri Clopton <kerri.clopton@uni.edu> wrote:

Here are the documents I tried to share on google docs.

kc

--

Kerri Clopton, Ph.D.  
Associate Professor, Department of Educational Psychology and Foundations  
School Psychology Program Coordinator  
University of Northern Iowa  
Cedar Falls, IA 50614-0607  
319.273.7940

<BOR\_addendum.docx>  
<Summary\_of\_Files.docx>  
<UNI\_SPSY\_background.pdf>  
<UNI\_SPSY\_NASPAapproval.pdf>  
<UNI\_SPSY\_SectII\_V.pdf>  
<UNI\_SPSY\_syllabi.pdf>  
<UNI\_SPSYSectionI.pdf>

**Subject:** Re: thank you for the invitation from Jim  
**From:** "Dwight C. Watson" <dwight.watson@uni.edu>  
**Date:** 2/22/2012 2:12 AM  
**To:** Jim Miller <jmiller@thepioneergroup.com>

Thank you Jim for your very empathic and thoughtful response.

Sent from my iPad

On Feb 21, 2012, at 5:23 PM, "Jim Miller" <jmiller@thepioneergroup.com> wrote:

Ben, Gloria and Dwight,

I am sure you all know there are many questions from the R&D School community, and I have purposely not bothered you at this difficult time. As I mentioned in our meetings a couple months ago, I and others have a lot of valuable information regarding the importance of maintaining and supporting Iowa's Teachers College (UNI) as one of the best and most respected colleges in the country. As you mentioned Gloria, I expected the funding amount to decrease along with other concerns regarding the R&D School. However, I am confident that you will all keep the many components of the Department of Education along with the R&D School intact. I realize these components may take on a different form, whether a new building owned by another entity, or agreements possibly being made between the Department of Education and other school systems for example, but the importance of maintaining a premier university in terms of 'teaching' teachers is very much a concern of mine. If you are able to keep our programs similar to the programs UNI now offers to education students', then I believe the university will continue to thrive and the community as well as the R&D program and will be a model for schools and teachers of the future.

In closing, I believe that if anything less than this happens in the coming weeks and months, or if hasty decisions are made without total input and researching every possible solution in regards to money concerns, then not only will many people possibly have regrets for many years into the future, but most definitely our university, R&D School, College Hill Neighborhood and surrounding district may incur very negative results. I have shared my concerns with you all over the years and I hope everyone involved will be 100% confident in their decisions and will be proud to move forward for all concerned. You all have the lives and futures of our university students and future UNI students, UNI faculty and staff, parents of the R&D School, neighbors and the College Hill community along with the College Hill Business community and the City of Cedar Falls in your hands. I trust you will explore every avenue in your decision and we are all praying for a positive outcome.

As always, please let me know if you have anything at all that I can help with or any information I can share with you. I am available night or day. I appreciate your work and support.

Signed,

A UNI Alum, UNI supporter, UNI faculty spouse, UNI students dad, R&D School students dad, College Hill homeowner, College Hill supporter and neighbor and your concerned biggest UNI supporter. Our family has literally lived and breathed UNI.

Jim Miller



Fwd: thank you for the invitation from Jim

**Subject:** Fwd: thank you for the invitation from Jim  
**From:** "Dwight C. Watson" <dwright.watson@uni.edu>  
**Date:** 2/22/2012 2:12 AM  
**To:** Mary-Sue Bartlett <mary-sue.bartlett@uni.edu>

Please print

Sent from my iPad

Begin forwarded message:

**From:** "Jim Miller" <jmiller@thepioneergroup.com>  
**Date:** February 21, 2012 5:23:03 PM CST  
**To:** "'Ben Allen'" <ben.allen@uni.edu>, "'Gloria Gibson'" <gloria.gibson@uni.edu>, <dwright.watson@uni.edu>  
**Subject:** thank you for the invitation from Jim

Ben, Gloria and Dwight,

I am sure you all know there are many questions from the R&D School community, and I have purposely not bothered you at this difficult time. As I mentioned in our meetings a couple months ago, I and others have a lot of valuable information regarding the importance of maintaining and supporting Iowa's Teachers College (UNI) as one of the best and most respected colleges in the country. As you mentioned Gloria, I expected the funding amount to decrease along with other concerns regarding the R&D School. However, I am confident that you will all keep the many components of the Department of Education along with the R&D School intact. I realize these components may take on a different form, whether a new building owned by another entity, or agreements possibly being made between the Department of Education and other school systems for example, but the importance of maintaining a premier university in terms of 'teaching' teachers is very much a concern of mine. If you are able to keep our programs similar to the programs UNI now offers to education students, then I believe the university will continue to thrive and the community as well as the R&D program and will be a model for schools and teachers of the future.

In closing, I believe that if anything less than this happens in the coming weeks and months, or if hasty decisions are made without total input and researching every possible solution in regards to money concerns, then not only will many people possibly have regrets for many years into the future, but most definitely our university, R&D School, College Hill Neighborhood and surrounding district may incur very negative results. I have shared my concerns with you all over the years and I hope everyone involved will be

100% confident in their decisions and will be proud to move forward for all concerned. You all have the lives and futures of our university students and future UNI students, UNI faculty and staff, parents of the R&D School, neighbors and the College Hill community along with the College Hill Business community and the City of Cedar Falls in your hands. I trust you will explore every avenue in your decision and we are all praying for a positive outcome.

As always, please let me know if you have anything at all that I can help with or any information I can share with you. I am available night or day. I appreciate your work and support.

Signed,

A UNI Alum, UNI supporter, UNI faculty spouse, UNI students dad, R&D School students dad, College Hill homeowner, College Hill supporter and neighbor and your concerned biggest UNI supporter. Our family has literally lived and breathed UNI.

Jim Miller

**Subject:** Faculty and Staff Roster and appointment type

**From:** "Dwight C. Watson" <dwright.watson@uni.edu>

**Date:** 2/22/2012 7:13 AM

**To:** Lyn Countryman <Lyn.countryman@uni.edu>, Nadene Davidson  
<nadene.davidson@uni.edu>

**CC:** Mary-Sue Bartlett <mary-sue.bartlett@uni.edu>

I am requesting a copy of the MPLS faculty and staff roster. I need the name and appointment type; i.e., tenured, probationary, 2 year term, term, merit, p&s. I need this by the end of the day if possible, but not later than tomorrow morning. Thank you.

Sent from my iPad

**Subject:** RE: thank you for the invitation from Jim  
**From:** "Jim Miller" <jmiller@thepioneergroup.com>  
**Date:** 2/22/2012 7:34 AM  
**To:** "Dwight C. Watson" <dwright.watson@uni.edu>

You are welcome. I am hoping for some positive news at the 5:30 meeting today. I do thank you for all you do as I know you have been very supportive even though at times it appears your hands have been tied. Thanks again.  
Jim

---

**From:** Dwight C. Watson [mailto:dwright.watson@uni.edu]  
**Sent:** Wednesday, February 22, 2012 2:12 AM  
**To:** Jim Miller  
**Subject:** Re: thank you for the invitation from Jim

Thank you Jim for your very empathic and thoughtful response.

Sent from my iPad

On Feb 21, 2012, at 5:23 PM, "Jim Miller" <jmiller@thepioneergroup.com> wrote:

Ben, Gloria and Dwight,

I am sure you all know there are many questions from the R&D School community, and I have purposely not bothered you at this difficult time. As I mentioned in our meetings a couple months ago, I and others have a lot of valuable information regarding the importance of maintaining and supporting Iowa's Teachers College (UNI) as one of the best and most respected colleges in the country. As you mentioned Gloria, I expected the funding amount to decrease along with other concerns regarding the R&D School. However, I am confident that you will all keep the many components of the Department of Education along with the R&D School intact. I realize these components may take on a different form, whether a new building owned by another entity, or agreements possibly being made between the Department of Education and other school systems for example, but the importance of maintaining a premier university in terms of 'teaching' teachers is very much a concern of mine. If you are able to keep our programs similar to the programs UNI now offers to education students', then I believe the university will continue to thrive and the community as well as the R&D program and will be a model for schools and teachers of the future. In closing, I believe that if anything less than this happens in the coming weeks and months, or if hasty decisions are made without total input and researching every possible solution in regards to money concerns, then not only will many people possibly have regrets for many years into the future, but most definitely our university, R&D School, College Hill Neighborhood and surrounding district may incur very negative results. I have shared my concerns with you all over the years and I hope everyone involved will be 100% confident in their decisions and will be proud to move forward for all concerned. You all have the lives and futures of our university students and future UNI students, UNI faculty and staff, parents of the R&D School, neighbors and the College Hill community along with the College Hill Business community and the City of Cedar Falls in your hands. I trust you will explore every avenue in your decision and we are all praying for a positive outcome. As always, please let me know if you have anything at all that I can help with or any information I can share with you. I am available night or day. I appreciate your work and

support.

Signed,

A UNI Alum, UNI supporter, UNI faculty spouse, UNI students dad, R&D School students dad, College Hill homeowner, College Hill supporter and neighbor and your concerned biggest UNI supporter. Our family has literally lived and breathed UNI.

Jim Miller

**Subject:** Re: thank you for the invitation from Jim  
**From:** Gloria Gibson <gloria.gibson@uni.edu>  
**Date:** 2/22/2012 7:36 AM  
**To:** Jim Miller <jmiller@thepioneergroup.com>  
**CC:** 'Ben Allen' <ben.allen@uni.edu>, dwight.watson@uni.edu

THANK YOU Jim for your e-mail and for your support. Please know that I remain committed to the R&D concept and to graduating excellent teachers who will serve our community, state, nation and world. And even with our budget challenges, I also remain steadfastly committed to obtaining our goal of "premier" status. See you later today. Gloria

Jim Miller said the following on 2/21/2012 5:23 PM:

Ben, Gloria and Dwight,

I am sure you all know there are many questions from the R&D School community, and I have purposely not bothered you at this difficult time. As I mentioned in our meetings a couple months ago, I and others have a lot of valuable information regarding the importance of maintaining and supporting Iowa's Teachers College (UNI) as one of the best and most respected colleges in the country. As you mentioned Gloria, I expected the funding amount to decrease along with other concerns regarding the R&D School. However, I am confident that you will all keep the many components of the Department of Education along with the R&D School intact. I realize these components may take on a different form, whether a new building owned by another entity, or agreements possibly being made between the Department of Education and other school systems for example, but the importance of maintaining a premier university in terms of 'teaching' teachers is very much a concern of mine. If you are able to keep our programs similar to the programs UNI now offers to education students, then I believe the university will continue to thrive and the community as well as the R&D program and will be a model for schools and teachers of the future.

In closing, I believe that if anything less than this happens in the coming weeks and months, or if hasty decisions are made without total input and researching every possible solution in regards to money concerns, then not only will many people possibly have regrets for many years into the future, but most definitely our university, R&D School, College Hill Neighborhood and surrounding district may incur very negative results. I have shared my concerns with you all over the years and I hope everyone involved will be 100% confident in their decisions and will be proud to move forward for all concerned. You all have the lives and futures of our university students and future UNI students, UNI faculty and staff, parents of the R&D School, neighbors and the College Hill community along with the College Hill Business community and the City of Cedar Falls in your hands. I trust you will explore every avenue in your decision and we are all praying for a positive outcome.

As always, please let me know if you have anything at all that I can help with or any information I can share with you. I am available night or day. I appreciate your work and support.

Signed,

A UNI Alum, UNI supporter, UNI faculty spouse, UNI students dad, R&D School students dad, College Hill homeowner, College Hill supporter and neighbor and your concerned biggest UNI supporter. Our family has literally lived and breathed UNI.

Jim Miller

**Subject:** Full list of all 9 STEM summaries attached

**From:** Teresa Finken <tfinken@iwc.edu>

**Date:** 2/22/2012 8:31 AM

**To:** "margaret-crocco@uiowa.edu" <margaret-crocco@uiowa.edu>, "bdecker@muscatine.k12.ia.us" <bdecker@muscatine.k12.ia.us>, "rjdenson@dmacc.edu" <rjdenson@dmacc.edu>, "cmdietz@rockwellcollins.com" <cmdietz@rockwellcollins.com>, Teresa Finken <tfinken@iwc.edu>, "alison.a.gilchrist@gmail.com" <alison.a.gilchrist@gmail.com>, "jason.glass@iowa.gov" <jason.glass@iowa.gov>, "ron\_hoofnagle@yahoo.com" <ron\_hoofnagle@yahoo.com>, "cjones@mum.edu" <cjones@mum.edu>, "kilibardak@central.edu" <kilibardak@central.edu>, "srosenbo@nwcioa.edu" <srosenbo@nwcioa.edu>, "eshields@iwcc.edu" <eshields@iwcc.edu>, "dwight.watson@uni.edu" <dwight.watson@uni.edu>, "mark.mcdermott@wartburg.edu" <mark.mcdermott@wartburg.edu>, "Hutchison, Paul" <HUTCHISO@Grinnell.EDU>  
**CC:** "Steven.Triplett@act.org" <Steven.Triplett@act.org>, jeffrey weld <Jeff.weld@uni.edu>

*Good morning!*

Attached is the collection of all 9 of the working groups' bullet summaries. You received an earlier list of 6 of the nine. The list attached could replace the earlier partial set.

Update -

Dwight is working on inserting into the action plan template the information people have sent out. Today, I will be trying to catch up from missing the last weekend (I am finally starting to feel better!) to work on our effort.

I want to more fully review what we have, and try to get more specific requests for review to individuals. I know that I have not been as responsive as I wished to the questions you have.

It will be easier to see how it all fits together when we see the Master Action Plan draft.

Everyone has been so very helpful and patient, and it is very much appreciated.

The morning sky here is drab – to brighten yours, here are some of my favorite puns:

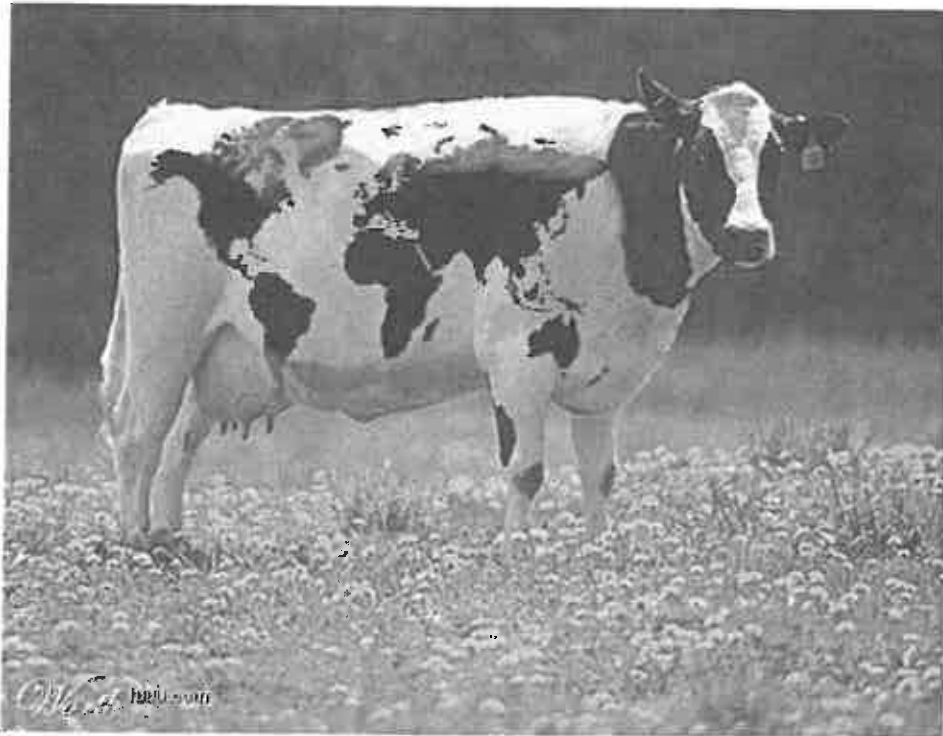
A rubber band pistol was confiscated from algebra class because it was a weapon of math disruption. In democracy it's your vote that counts. In feudalism it's your count that votes. I thought I saw an eye doctor on an Alaskan island, but it turned out to be an optical Aleutian.

Acupuncture is a jab well done.

The butcher backed into the meat grinder and got a little behind in his work.  
Dijon vu - the same mustard as before.

A lot of money is tainted - It taint yours and it taint mine.

If Christopher Columbus had found this cow, would he have renamed his ship the "Hide and Seek"?\*



\*ok, I just made this one up myself. The image itself is from a list shared under the title of "When graphic artists get bored."

May your day be productively enjoyable!

Teresa

— Attachments: —

STEM Feb19.2012 Bullet Summaries.docx

23.6 KB



## STEM Committees Bullet Summaries as of 2-13-2012

### 1. Post-secondary readiness

To improve STEM learner readiness for all students in Iowa, the subcommittee supports:

- Statewide implementation of the Iowa Core with integrity and accountability utilizing world-class Pk-12 curricular materials and ongoing assessment.
- Promotion of performance and competency based instruction.
- Leveraging evidence based or proven PK-16 practices<sup>1</sup> in order to change culture to enhance the awareness of students and their families, and the public, about STEM fields, post-secondary education, and career opportunities.
- An ongoing statewide STEM professional development plan for PK-16 faculty, including summer institutes and partnerships with higher education institutions, business and industry and community partners.
- Integration of STEM education, and its components, with other areas of study to establish meaningful and seamless learning relationships among all areas of the PK-16 curriculum.
- Growth and coordination of public-private STEM education partnerships between PK-12 programs, higher education institutions, state agencies, business and industry, and community partners.

---

<sup>1</sup>National Academy of Engineering, 2007, Rising Above the Gathering Storm: Energizing and Employing America for a Brighter Economic Future

### 2. STEM Teacher Preparation and Recruitment

Timeline to March 9, purpose statement, 3 goals, each with 3 (at this time) objectives. Each target item (A. B. C. ...) under an objective is structured across a row in a chart, for coherence for that item.

Resources (Human and Material) Responsibility Timeline Success Indicators Future Implications

We have numerous resources gathered and posted on the wiki. We have added a few new members to round out our collective knowledge base, and to offer additional perspectives.

First draft for the Action Plan coming in. Formatting occurring.

#### TOPICS:

Preservice courses, Field experiences, service learning, student teaching, externships, alternative paths, policies regarding licensure, endorsements and certificates, transdisciplinary teaching, project-based

learning, financial incentives, compensation systems, diversity of pipeline, the kitchen sink, and professional development. References being gathered.

### **3. Scale-Up**

1. After studied consideration, it is our recommendation that the process of identifying STEM Scale-Up Projects be referred to as: Application for STEM Scale-Up Eligibility. The reason that we are recommending this change in terminology from an RFP to an Application is because it is our experience that most people connect RFPs with funding awards.
2. A DRAFT of the Application of STEM Scale-Up Eligibility (SSE) and the SSE Budget that we are presenting to the Executive Council Co-Chairs for an initial review. Once we have received recommended edits/changes, we will have the final application ready for the Executive Committee's March 12<sup>th</sup> meeting. At that point the process will be open to internal review of the full Council
3. The Scale-Up Committee will create an Application Scoring Rubric to be used by the SSE Review Committee (*also presented on March 12<sup>th</sup>*). In addition, we will create a very simple "Guide to Reviewing SSE Applications" that can be used by the review committee.
4. Lastly, our committee will present suggested names and/or positions that we would like to recommend for the SSE Review Committee make-up on March 12<sup>th</sup>.

### **4. Regional Networks**

- A DRAFT Regional Hub Call for Proposals will be presented to the Exec. Comm. on Feb. 23<sup>rd</sup>. So too will be a job description for the Regional Hub Advocate. This process will be open for internal review of the Advisory Council in March.
- Six Regions are to be recommended.
- Regional Network boundaries honor existent partnerships and infrastructures while complementing them with a statewide coordinative fabric of zones. The Regions are best envisioned as fluid and virtual rather than hard and barrier -- there'll be much cross-over including Extension activities, as well as AEA cross-over, community college cross-over, economic zone cross-over, university and private college cross-over, etc.
- We are on pace
- for identifying Hubs this spring and Advocates by summer.

### **5. Iowa STEM Policy Action Plan Working Group**

Recommendation 1: Implement competency based education in Iowa.

Goal: Students who are better prepared for higher education and the work force.

- Require standards-based assessment and reporting practices, and institutions of higher education to develop admissions criteria based on PK-12 standards-based assessments and reporting. Develop framework to implement this policy.
- Progress students through education based on mastery of learning; not about dates, ages, calendars; kids move on when they have learned. The key is learning.
- Shift the focus from seat time to skills and competencies. Lots of advocacy for this statewide; strong desire for this but policy or system for implementation not in place.

**Recommendation 2:** Increase quality PK-12 STEM practices equitably across the state through improvements in PK-12 school accreditation and STEM reporting.

**Goal:** Students who are better prepared for higher education and the work force.

- The current accreditation and STEM reporting systems are inadequate, changing this will lead to greater accountability for STEM education.
- Create a more aligned system of accreditation and STEM reporting that is responsive to the learning for students and adults that we value.
- Every learner has access to evidence-based/validated, high-quality programs.
- Improvement in teacher assessment evaluation and professional development.

**Recommendation 3:** To engage and excite STEM learners through increased interactions, small and large, through incentivizing PK-12/higher education/business/non-profit partnerships.

**Goals:** A pipeline of qualified employees and greater relevancy in schools and in STEM learning experiences.

- There are incentives in place for business creation, but none that encourage collaboration between PK-12/higher education/business/non-profit. Increasing these interactions would give students experience in real world application of STEM.
- As an example, the current Post Secondary Education Opportunity Act (PSEO) system offers very few exciting, engaging courses, and has the potential for great impact if improved through higher education/business/non-profit interactions.
- The state needs to improve and develop more programs like Lego League, PSEO, Hyper Stream, and Teacher Externships, and to connect programs like Start-Up City Des Moines to school-age students.

**Recommendation 4:** Change how PK-12 teacher professional development is accessed, delivered, and implemented statewide through a coordinated system that would identify models and best practices and develop networks of PD professionals within AEAs and districts, any other relevant professions to make PD impactful on STEM education

**Goal:** Greater equity of access to high-quality/evidence-based/validated STEM practices across the state.

- Professional development (PD) is a fragmented, nonaligned system not connected to teacher's individual needs and not connected to their performance evaluations or purposefully connected to their license renewal.

- In addition, the current PD system does not address the alignment between the individual PD and the education system.
- The goal would be to develop a statewide structure that would align resources and increase coordination to provide access to individualized teacher professional development.

## **6. Public-Private Partnerships**

1. Gathering data on current practices, outcomes and scalability using surveys and/or conversations with their Boards from Iowa Business Council, Association of Business and Industry of Iowa, Iowa Biotechnology Association, Technology Association of Iowa, The Entrepreneurial Organization
2. Subgroup gathering similar data regarding informal science education best practices in museums, 4H, etc
3. Focus on stratifying an outreach message according to industry sector and also rural vs urban etc
4. Develop consensus recommendations on strategies to enhance communication and partnering
5. Develop consensus recommendations on actions for partnering to enhance informal science education
6. Develop consensus recommendations for communicating value proposition for all Iowans

## **7. STEM For All: the highly able, the underrepresented, the nontraditional**

Tuesday, February 21, 2012 9:36 PM

### **Purpose statement:**

The purpose for the STEM for ALL committee is to identify priorities and programs to increase recruitment and retention of high ability, under-represented and non-traditional students in STEM disciplines in the state of Iowa.

### **Preliminary recommendations:**

#### **STEM For All: the highly able, the underrepresented, the nontraditional High Ability Learners**

- Establish regional STEM-Hub Residential Schools for Math and Science within the state of Iowa. (National recommendation: Create 1,000 new STEM-focused schools to excite and motivate students).
- At the elementary and middle school level, establish school-university-college partnerships that include a best-practices system to discover and develop STEM talent in

diverse populations including underrepresented students. (National Recommendations: (a) Provide advanced courses that press students to set ambitious goals and achieve at higher levels; pull-out [and acceleration] programs in elementary and middle schools can give students who want to go beyond the standard curriculum a way to explore their interests).

- Ensure that 15% of new teacher hires in STEM areas have a master's degree in a STEM discipline, 9-12 hours of coursework in the field of gifted and talented education, and 3-6 hours of workshop training in universal curriculum design concepts. (National Recommendation: Recruit 100,000 great teachers who can prepare and inspire students.)

### Underrepresented Learners

- Within each Iowa regional STEM network, identify STEM-related opportunities targeted towards underrepresented student populations and disseminate information about these opportunities to constituents within the regional hub. (National Recommendation: Create a database of formal and informal education opportunities for underrepresented students, and publicize and promote such opportunities to parents, education professionals, and content and resource providers (NSB, 2010).
- Promote early outreach to underrepresented students by establishing a statewide system (in partnership with industries, universities, private and community colleges) for recognizing and highlighting the development of STEM skills, knowledge, achievements, and aspirations of students from underrepresented populations at various stages in the K-12 pipeline.
- Within each regional STEM network, develop a program to increase parental STEM awareness based on best practices for developing relationships with families—including families that are economically disadvantaged—in partnership with non-profits such as United Way.
- Maintain and expand policies and programs that seek to increase undergraduate retention and completion of degrees in STEM-related fields through strong academic, social, and financial support. (National Recommendation: One of two areas of highest priority for near-term action (NAS, 2011). Maintain existing STEM diversity programs at the Universities and Private Colleges and pursue opportunities to expand these programs within and beyond the university system (IMSEP, 2009)).
- To facilitate transfer of [underrepresented] community college students into STEM-related majors at 4-year Iowa colleges and universities, utilize the STEM regional network as a hub to disseminate course transfer information and foster partnerships developed between Iowa Regent universities and Iowa community colleges in response to House File 815.

### Non Traditional Learners

- Collaborate statewide with Iowa's education systems, community based organizations, and community businesses to offer informal education programs that are innovative and inspire STEM career path development.

- Identify "Best Practices" in STEM (programs – formal and informal) and make this and other information available to the public via a web site. Include a "collaborators list" of businesses willing to partner and support STEM.
- Enhance early intervention and exposure and education about what STEM careers can offer and how STEM can affect the difference we make in the world. This would include equipping parents, teachers and community leaders with STEM related information and creating awareness how they can be supportive in guiding STEM interest.

## 8. STEM Public Awareness

**From:** Jeff Herzberg [<mailto:jherzberg@aea8.k12.ia.us>]

**Sent:** Tuesday, February 21, 2012 11:34 AM

### **Purpose/Vision:**

Create a campaign that increases awareness of and interest in STEM. Develop a creative platform that will invite ingenuity, deliver key messages, and build on existing efforts and activities.

- Make connections between skills, interests, and academics and STEM related careers
- Generate enthusiasm
- Showcase Iowa and what we have to offer
- Increase STEM appreciation of general public
- Uniformity (connectedness) of "message"

At our meeting on January 25 we came up with the following points (taken from a huge list of things we discussed after the great conversations and presentation) as we continue to refine our message:

- **Be sure to include parents info in our message**
- **Communication; what is going on currently? Open lines and connect the dots (Mom's Night Out for STEM on April 23, mass media, social media)**
- **Data – where is the public at now; growth measures**
- **Include kids (perspective)**

I am working on scheduling another work session so that we can share our investigations of other states' public awareness campaigns and keep making progress on our DRAFT report, due in March.

## 9. Technology integration

**Subject:** Re: STEM Chairs update

**Date:** Sunday, February 19, 2012 5:58 PM

**From:** John Carver <[john.carver@vmbulldogs.com](mailto:john.carver@vmbulldogs.com)>

**STEM:** Technology Enhanced Instruction Work Group

**Vision:**

Achieve measurable and continuous growth in STEM ability and interest among Iowans.

**What it looks like:**

To produce globally, informed citizens who embrace difference and change, citizens who use technology to benefit humanity and who make meaningful, collaborative connections with the ability to draw from a multitude of resources, transforming diverse ideas into purposeful correlations via deeply-rooted intrinsic motivation.

**Mission Statement:**

To inspire innovative, lifelong learners within transdisciplinary environments, stimulating constructive connections between seemingly abstract concepts and encouraging insightful leadership via technology-rich, real-world academia anchored by global literacy.

**What it looks like:**

Leveraging technology to engage all learners in STEM education:

Facilitate long term retention

Facilitate creative thinking and discovery

Facilitate innovative application

Facilitate team work and leadership

**"In Plain English"**

*STEM capable students, STEM inclined students*

*To prepare **and empower** students for continued professional growth in science, technology, engineering and math by **developing problem solving, critical thinking, leadership skills** ... that occurs in formal and informal learning environments.*

**Needed Learner Skill Sets**

Brainstormed list of possible skills:

Common "Thin" Core – Foundational Knowledge (basics) in STEM

Research

Problem Solving

Critically Thinking

Information Literacy Skills

Interpersonal Skills – function in teams

Communication Skills (Read, Write, Speak) – trans-literacy, cross-cultural

Data Analysis and Interpretation

Ethical Responsibility

Global Literacy

Contemporary Issue

Adaptability/Flexibility

Transdisciplinary, (i.e., interdisciplinary, multidisciplinary)

The following are criteria from ABET (Assuring Quality in Technical Education) (<http://www.abet.org/>) - might be a set of standards we also work from.

Apply mathematics science and engineering principles

Ability to design and conduct experiments and interpret data

Ability to design a system, component, or process to meet desired needs

Ability function on multidisciplinary teams

Ability to identify, formulate, and solve engineering problems

Ability to understand professional and ethical responsibility

Ability to communicate effectively

Ability to understand the impact of engineering solutions in a global context

Ability to recognize the need for and to engage in life-long learning

Ability to Know of contemporary issues

Ability to use the techniques, skills, and modern engineering tools necessary for engineering practice  
*Connection of these conditions/abilities/ skills to Bloom's Taxonomy*

#### **Incentives**

Technology Enhanced Instruction is crucial in preparing and empowering Iowans to be able to contribute and compete nationally and globally. It is National Security.

Our next meeting is scheduled for Wednesday February 29, 2012 at Iowa State University. Task: recommendations for action.

--

John C. Carver Van Meter Superintendent of Schools

*THINK, LEAD and SERVE* Twitter: johnccarver SKYPE: johnccarver



**Subject:** UNI Teacher Education and Malcolm Price Laboratory School

**From:** Nadene Davidson <nadene.davidson@uni.edu>

**Date:** 2/22/2012 8:46 AM

**To:** "Benner, Travis William" <bennert@mail.davenport.k12.ia.us>, "Travis Benner (home)" <t\_benner@mindspring.com>, nancy.boettger@legis.state.ia.us, "Fangman, Kevin [ED]" <Kevin.Fangman@iowa.gov>, Troyce Fisher <troyce@sai-iowa.org>, "Dr. Dwight C. Watson" <dwight.watson@uni.edu>, "Koester, Kevin [LEGIS]" <kevin.koester@legis.state.ia.us>, parkersusanm@johndeere.com, dpresnall@ifbf.org, msherwood@webster-city.k12.ia.us, Martin Wesemann <wesemannme@pella.com>, vangorp@mcelroytrust.org, "Winckler, Cindy [LEGIS]" <Cindy.Winckler@legis.state.ia.us>, "Melissa L. Heston" <melissa.heston@uni.edu>, Nadene Davidson <davidson@uni.edu>, rob.hogg@legis.iowa.gov, Molly Boyle <mboyle@wauke.k12.ia.us>, diane\_doering@webster-city.k12.ia.us, Becky Hawbaker <becky.hawbaker@uni.edu>, Cherin Lee <cherin.lee@uni.edu>, rhorn@aea267.k12.ia.us

Good morning UNI Teacher Education Advisory Board Members,

I would like to share some recent action of President Allen. On Thursday, February 16, at 5:23 p.m., President Allen sent the following message to the UNI community:

**February 16, 2012**

***The higher education landscape has changed dramatically, both in Iowa and throughout the nation. As leaders in higher education, we have a responsibility to our students, their parents and taxpayers of Iowa to maintain our excellent academic reputation, enhance access and affordability, and prepare for the future. In times like these, we must define our future before circumstances dictate it for us.***

***Changes have been made during the past few years to prepare us for the future. Unfortunately, those changes were not enough. We continue to need to make strategic budget decisions by reallocating and aligning resources to support our core mission and values.***

***Academic and non-academic programs, support services, and outsourcing opportunities are being reviewed. Malcolm Price Lab School, the UNI Museum, Panther Athletics and UNI Print Services are included in this review. We will announce academic program mergers and closures. The academic programs are those with low enrollment and few graduates. Students enrolled in those programs will be allowed to finish their programs.***

***We are working with the Board of Regents, State of Iowa, and consulting with applicable stakeholders, to make changes now to ensure the educational experience we want for every student exists in the future. Making difficult decisions today will help ensure that we continue our tradition of excellence. We believe these decisions will result in an institution that retains and builds on its historic strengths, while aligning us for future success in a challenging and competitive education environment.***

***Thank you for your confidence and support.***

***Sincerely,***

**Ben Allen**

As you can see he identified Malcolm Price Laboratory School (MPLS) as an academic program that is being reviewed. This has caused great concern, and in addition, several local newspapers printed articles on Thursday afternoon with the following headlines: **UPDATE - UNI President: Cuts could be coming for academics, athletics, and lab school** (Waterloo Courier) and **Regents leaders say board is open to cuts at UNI Options include cutting programs, closing Price Lab school** (Cedar Rapids Gazette) <http://thegazette.com/2012/02/17/regents-leaders-say-board-is-open-to-cuts-at-uni/>.

**This announcement comes at a time when MPLS has been identified as Iowa's Research and Development School as per the legislation that was passed a couple of years ago. The MPLS faculty is implementing the R&D Strategic Plan that was developed by a statewide stakeholder group that was identified in the legislation. The MPLS enrollment requests are up for next year. (The enrollment is capped by the legislation so actually there are more families requesting to attend MPLS than we can accept.) The number of teacher education candidates that have clinical experiences at MPLS continues to grow. ....and we had a very successful Legends of the Lab event in November with final accounting of over in \$15,000 net revenue.**

Changes with MPLS will negatively impact teacher education at UNI. I've attached two documents identifying the accomplishments and impact of MPLS with teacher education and education in Iowa. Two additional documents will be sent in a follow-up email.

President Allen has just announced that he will meet with the MPLS faculty and families this afternoon and evening.

Regards,  
Nadene

**Dr. Nadene Davidson**  
Interim Head  
Department of Teaching  
University of Northern Iowa

— Attachments: —

UNI Student Field Experience FACTS.pdf	47.4 KB
2011Initiatives-4.pdf	2.8 MB

**Subject:** Malcolm Price Lab School

**From:** Suzanne Bullard <suzycello@gmail.com>

**Date:** 2/22/2012 11:11 AM

**To:** "dwight.watson@uni.edu" <dwight.watson@uni.edu>

Dear Dr. Watson,

I am writing in support of the Malcolm Price Laboratory School, Iowa's Research and Development School. I am gravely concerned about President Allen's proposal to close this school, which as you know currently serves 366 Pre-Kindergarten through 12th grade students, as well as serving as a home for field experience and observation opportunities for UNI's many education majors. As a parent of a student enrolled in this school, as someone affiliated with UNI, and as a resident of Cedar Falls, I am disappointed and shocked to learn that President Allen doesn't think that it is a vital part of both the University and the community at large. If we do not properly support K-12 education, there will simply not be a need for institutions such as UNI in the future.

There are numerous problems that a closure would create. While not true for every student currently enrolled at MPLS, the majority of these kids would have to move into the Cedar Falls Community Schools, which are already seeing large class sizes and overcrowding. Additionally, we must consider how the closure would impact all of the aforementioned education majors. How are these students, our future educators, possibly going to get the same quality and quantity of practical, hands-on experience in the public schools, with teachers who barely have enough time and resources for the children they teach?

UNI would be wise to support MPLS as Iowa's Research and Development School, so that it may continue to serve our community and our children as it has for many years, and so that it may continue to grow and help pave the way for the future of education in our state, which has always been known for its high standards.

Thank you.

Sincerely,

Suzanne Bullard  
Instructor of Cello  
UNI Suzuki School  
University of Northern Iowa

**Subject:** new Teacher ed numbers

**From:** "Lyn Countryman, Ph.D., NBCT" <lyn.countryman@uni.edu>

**Date:** 2/22/2012 11:13 AM

**To:** "plselem@uni.edu plselem@uni.edu" <PLSELEM@uni.edu>, Middle school school <PLSMID@uni.edu>, PLS High School <PLSHS@uni.edu>

Dear All

Thanks to Becky Hawbaker and Cherin Lee, the Director of Secondary Teacher Education we have additional information.

I have just talked with the Director of Secondary Teacher Education here at UNI on placing university students in field experience placements for Level III (methods courses) placements for SECONDARY MAJORS. She said they have been having trouble getting placements for these field experiences for the past 3 or 4 years. Specifically, this year particular problems are happening with placements in modern languages and science teaching.

More **NEW** information is that the secondary number of teacher education students is now approximately comparable to the numbers of elementary teacher education! students umbers are 1100 secondary teaching majors (who all need level two experience which is typically at the LAB SCHOOL) and 1382 elementary teaching majors. Ten years ago the numbers were more 1/3 secondary to 2/3 elementary.

— Untitled attachment 02187.htm —

Lyn Countryman, Ph.D.

Interim Director

Malcolm Price Lab School transforming into - Iowa's Research and Development School

University of Northern Iowa

Cedar Falls, Iowa 50613

124A

319-273-2614

***Inspiring Innovation In Education***

*The University of Northern Iowa provides transformative learning experiences that inspire students to embrace challenge, engage in critical inquiry and creative thought, and contribute to society.*

**UNI Mission**

— Attachments: —

UNI Student Field Experience FACTS.pdf

68.4 KB

---

Untitled attachment 02187.htm

16.7 KB

# UNI Student Field Experience FACTS

## Price Lab School identified as Iowa's *Research and Development School*

By Iowa Code 256G.2 Section 4

4. "Research and development school" means a prekindergarten through grade twelve research, development, demonstration, and dissemination school using expanded facilities at the center for early development education, also known as the Price laboratory school, in Cedar Falls.

Level 2 Field Experience – Primarily Happens at MPLS		
Year	# of UNI students @ MPLS	# of total hours spent at MPLS
2008-2009	501	12525
2009-2010	524	13100

Methods Classes Whose Field Experience Occurs at MPLS			
Year	# of UNI Students @ MPLS	# of total hours spent at MPLS	# of UNI individual courses sending students
2008-2009	948	7354	54
2009-2010	782	7031	47

### Secondary Field Experiences at Malcolm Price Lab School, 2010-2011

The following field experiences in the fall, spring, and summer (May term) semesters were mentored by secondary teachers at MPLS

Courses	Hours	# Student experiences	Total Contact Hours
200:128 Teacher as a Change Agent (Level 2)	25	243	6075
Math: 800:188 Teaching Middle School Mathematics	varied	32	350
PE: 420:173 Teaching Methods Block	10	16	160
Science Education, multiple courses (820:095, 820:190, 820:191, 820:193, 820:196)	varied	38	115
World Language and TESOL, multiple courses (700:190, 700:193, 630:192, 630:194)	varied	13	52
English/Language Arts, multiple courses (620:193, 620:190, 230:117)	varied	47	208
Business: 150:117 Field Experience in Business Teaching	40	1	40
Other Professional Ed Sequence (220:150, 250:150)	varied	23	18
<b>TOTAL</b>		<b>413</b>	<b>7018</b>

On an AVERAGE each year MPLS is involved in training **1377** UNI students to become EXCELLENT teachers. This amounts to over **20,000** hours/year of teacher training for UNI students by MPLS faculty.

UNI graduates approximately 600 teachers each year. Over 97% of these graduates have spent 50+ hours working with master teachers at MPLS.

This is something that's very special to the University of Northern Iowa but will serve the entire state," UNI President Ben Allen said [regarding the development of Price Lab School as the State's Research and Development School] (WCF Courier, April, 23, 2008)

**Subject:** Fwd: a request and an answer in writing

**From:** "Lyn Countryman, Ph.D., NBCT" <lyn.countryman@uni.edu>

**Date:** 2/22/2012 12:00 PM

**To:** "plselem@uni.edu plselem@uni.edu" <PLSELEM@uni.edu>, Middle school school <PLSMID@uni.edu>, PLS High School <PLSHS@uni.edu>

Begin forwarded message:

Based on Fall 2010 data for secondary Ed.:

There were 1379 majors. Subtracting some # for double majors to get actual students I'd guess **at least 1100 secondary education/K-12 majors.**

Data from either fall 2010 or fall 2011 for **Elementary Ed./Middle Level/Early Childhood education was 1382 students** (I assume subtracted for double majoring)

That is a difference of a max of 280 students over all out of nearly 2500 teacher education students and would lead me to say that a 10% differential is negligible. i.e. what was once true about secondary and K-12 education majors being a minority is no longer true.

You can do the math as well as I can, and have data from Level II placements so can determine how many of those per semester might be Level II for secondary K-12.

We have had increased difficulty in secondary methods courses (many areas) for the past 3-4 years in placing Level III field experiences in the metro area.

In **Science** we have expanded outside of the metro area to placing students within a 30 min. drive from Cedar Falls which in effect takes 2 hrs. out of a student's day to do ONE class period of field experience. We have more field experience cooperating science teachers outside of Cedar Falls and Waterloo than we do total in those 2 systems.

Currently the difficulty in placing students in the Cedar Falls system for secondary science has increased - we had only ONE Holmes Jr. High teacher for science placements this spring! Spanish field experiences were limited to 3 students at Cedar Falls High School this spring. Some French Level III methods students are back at PLS doing their field experience because there is no where else to go. (even though they did Level II with the same cooperating teacher).



Most of the **secondary ed. faculty** will tell you that methods field experiences in the Cedar Valley and elsewhere within a reasonable geographic area are impacted by the following - and therefore many teachers won't respond to do a level III methods placement:

UNI - Student Teaching placements

UNI - Level I PDS placements

Upper Iowa and Wartburg - Student Teaching placements

District level initiatives

NCLB impact

high stakes district level tests (Waterloo)

I see no way that Cedar Falls and Waterloo can absorb Level II field experiences when in fact they are not absorbing Level III at the present.

Cherin

Lyn Countryman, Ph.D.

Interim Director

Malcolm Price Lab School transforming into - Iowa's Research and Development School

University of Northern Iowa

Cedar Falls, Iowa 50613

124A

319-273-2614

*Inspiring Innovation in Education*

*The University of Northern Iowa provides transformative learning experiences that inspire students to embrace challenge, engage in critical inquiry and creative thought, and contribute to society.*

**UNI Mission**

Malcolm Price Lab teachers care tremendously about their own students, but also about the enrichment of future teachers for the improvement of education. It is my privilege to write this letter, as preservice teacher, on behalf of science educators at Malcolm Price Lab. The science instructors have been a tremendous positive influence on my teaching practices. I hope that Malcolm Price Lab will still be interwoven into the fabric of UNI for the enrichment future educators.

Sincerely,

A black rectangular redaction mark covering the signature of the sender.

Graduate Assistant for Inquiry into Physical Science

Science Education

**Subject:** Re: A Preservice Teachers Stance to the Closing of Malcolm Price Lab  
**From:** "Dwight C. Watson" <dwright.watson@uni.edu>  
**Date:** 2/22/2012 12:39 AM  
**To:** [REDACTED]

I agree with you. Thanks for your commentary.

Sent from my iPad

On Feb 21, 2012, at 7:46 PM [REDACTED] wrote:

February 20, 2012

Dear Dr. Dwight C. Watson,

I am writing this letter to offer my support of the Malcolm Price Lab School as an excellent resource for preservice teachers. I have observed over 150 classroom hours of which 35 hours were at Malcolm Price Lab. Other schools I have observed are Hoover Middle School, Central Middle School, West High Waterloo, Union High School, and Waverley Middle and High School. However none of my experiences have been as enriching as my level II experience at Malcolm Price Lab.

The schools mention above seldom provided an environment which demonstrated or encouraged preservice teachers on how to use effective instruction practices as outlined by the Iowa Core. I have seen hours of expository instruction and lack of management skills in these other schools. The mentor teachers also seldom offered constrictive feedback about my instructional practice. In addition, these teachers are not trained in how to advise preservice teachers in the new pedagogy. The teachers I have observed do not seem to care about my experience in their classroom because their main focus is on their current students.

Furthermore, the idea of distributing level II field experience elsewhere is ridiculous! The school in the Cedar Valley cannot take on this burden. For two semesters now, I have been trying to observe Cedar Falls High School science teachers without one response to any of my emails. I have still never been allowed the *privilege* of observing a CF high school classroom. Additionally, driving miles to observe classes is not convent for college students without reliable transportation. Gas is also projected to go up to four dollars, per gallon so traveling miles across Iowa to observe 30+ hours each semester is not affordable on a college budget. What is more important to this university, a developing exceptional preservice teacher or cutting educational opportunities to justify the bottom line?

The renowned College of Education program at UNI stands on the shoulders of Malcolm Price Lab. My level II experience at Malcolm Price Lab was excellent. The majority of practicing teachers that I have observed do not have the expertise in teaching as the educators do at Malcolm Price Lab. The teachers spend a lot of time implementing innovative curriculum and effective instructional strategies so that preservice teachers may observe what effective instruction looks like. The instructional alignment, as seen in Malcolm Price Lab, to the curriculum being taught in our methods courses at UNI is often not seen elsewhere, and is an invaluable alignment for preserves teachers. From my observations elsewhere, it is disheartening to see many teachers who do not use the effective characteristics of instruction as effectively as the instructors at Malcolm Price Lab. Removing Malcolm Price Lab would be a major detriment to preservice teachers and College of Education.

In addition, the teachers at Malcolm Price Lab also gave in depth feedback on my teaching practices, which was insightful and constructive since these teachers have been advised in evaluating instructors. Being allowed to teach at Malcolm Price Lab enriched my learning experience as a preservice teacher because I was allowed (nay encouraged) to use inquiry instructional practices, which elsewhere have been negatively scrutinized. The Malcolm Price Lab community, students and teachers provided me with an opportunity to observe an environment that emphasizes the holistic development of a student.

Malcolm Price Lab teachers care tremendously about their own students, but also about the enrichment of future teachers for the improvement of education. It is my privilege to write this letter, as preservice teacher, on behalf of science educators at Malcolm Price Lab. The science instructors have been a tremendous positive influence on my teaching practices. I hope that Malcolm Price Lab will still be interwoven into the fabric of UNI for

the enrichment future educators.

Sincerely,

A black rectangular redaction box covering the signature of the sender.

Graduate Assistant for Inquiry into Physical Science  
Science Education

**Subject:** Save Price Lab

**From:** [REDACTED]

**Date:** 2/22/2012 10:29 AM

**To:** dwight.watson@uni.edu

I am a junior here at the University of Northern Iowa and I am enrolled in the science education program. I was able to do my Level II field experience at Price Laboratory School and it was such a great experience. I was able to work with teachers who showed so much interest in helping me become a great teacher in the future. I have done field experiences in other schools around the area, and I can tell that those teachers don't have the same passion as those at Price Lab to ensure quality teachers get through the program. It would be such a shame to see education students younger than me miss out on such a wonderful experience. With the University of Northern Iowa being known for the quality teachers they produce, I think that this is a huge mistake. It is having places like Price Lab available that makes the University of Northern Iowa superior to the teaching programs at Iowa or Iowa State. Please consider what a great thing Price Lab has been to this university and keep it open.

Sincerely,  
[REDACTED]

**Subject:** Re: Personal Letter Regarding Closing Price Lab School

**From:** "Dwight C. Watson" <dwight.watson@uni.edu>

**Date:** 2/22/2012 12:27 PM

**To:** [REDACTED]

Thank you for your empathic support of Price Lab School.

Sent from my iPad

On Feb 22, 2012, at 11:44 AM, [REDACTED] > wrote:

Subject: Budget announcement regarding closing of Price Lab School

I've been connected to Price Lab School my entire life, literally. My brother brought me to school for show in tell when I was just two weeks old and now at age 21, I still have a strong connection to the school. There are no words to describe the privilege it was to have attended Price Lab school from preschool all the way through my senior year of high school. If you haven't personally attended the lab school, been a parent, teacher, student teacher or extremely close friend, you have no idea the kind of loving family atmosphere that you're surrounded with on a daily basis. Every student becomes part of the Price Lab family where every teacher knows your name and your fellow classmates are more like brothers and sisters.

I strongly urge that you reconsider your decision when it comes to completely closing Price Lab School. This decision is easy for you to make because you've never attended school there or had any children that have attended there. It's all about money for you and cutting out the "easy" things that you think will affect the least amount of people. Well closing the lab school won't just affect that tiny number of 250 students that attend there as you say, but it will affect all of the student teachers that attend UNI who are currently teaching at the lab school, have previously, or would in the future. It also affects every single alumni that has gone through the school and would agree 100% with me that our school is a one of a kind place that can't be replicated by going to Cedar Falls Schools.

Maybe instead of jumping to closing the school, you should consider the lengths that current students, teachers, and alumni would go to in order to save our beloved school and home. If the problem is in regards to remodeling and creating a nicer school, do you really think we wouldn't donate our blood, sweat and tears to help in this process? If it got remodeled, why not make it bigger so more than 250 students can attend there? That would solve your "problem" of it serving too small of a population of people to care about.

There's absolutely no way that UNI can continue on with its excellent teaching program if the lab school was cut out of the picture. The lab school is one of the pieces of the puzzles and huge reason why the student teaching program at UNI is such a huge success. If you ask any present or past UNI student teacher that has taught at the lab school, I'm positive they're responses would be similar and they would be devastated to see the school go. So with that being said, you're hurting two things at once if you chose to close the lab school; ruining one of the best teaching programs in the Midwest and hurting the education of past, present, and future Price Lab students as well as teachers, family, and friends. Please reconsider your decision.

Sincerely,

[Redacted Signature]



**Subject:** Fwd: Personal Letter Regarding Closing Price Lab School  
**From:** "Dwight C. Watson" <dwright.watson@uni.edu>  
**Date:** 2/22/2012 12:28 PM  
**To:** Mary-Sue Bartlett <mary-sue.bartlett@uni.edu>

Please print

Sent from my iPad

Begin forwarded message:

**From:** [REDACTED]  
**Date:** February 22, 2012 11:44:44 AM CST  
**To:** Benjamin Allen <ben.allen@uni.edu>, Dwight Watson <dwright.watson@uni.edu>, mbruns@iastate.edu, herman.quirmbach@legis.iowa.gov, brian.schoenjahn@legis.iowa.gov, shawn.hamerlinck@legis.iowa.gov, greg.forristall@legis.state.ia.us, sharon.steckman@legis.state.ia.us, cindy.winckler@legis.state.ia.us  
**Subject:** Personal Letter Regarding Closing Price Lab School

Subject: Budget announcement regarding closing of Price Lab School

I've been connected to Price Lab School my entire life, literally. My brother brought me to school for show in tell when I was just two weeks old and now at age 21, I still have a strong connection to the school. There are no words to describe the privilege it was to have attended Price Lab school from preschool all the way through my senior year of high school. If you haven't personally attended the lab school, been a parent, teacher, student teacher or extremely close friend, you have no idea the kind of loving family atmosphere that you're surrounded with on a daily basis. Every student becomes part of the Price Lab family where every teacher knows your name and your fellow classmates are more like brothers and sisters.

I strongly urge that you reconsider your decision when it comes to completely closing Price Lab School. This decision is easy for you to make because you've never attended school there or had any children that have attended there. It's all about money for you and cutting out the "easy" things that you think will affect the least amount of people. Well closing the lab school won't just affect that tiny number of 250 students that attend there as you say, but it will affect all of the student teachers that attend UNI who are currently teaching at the lab school, have previously, or would in the future. It also affects every single alumni that has gone through the school and would agree 100% with me that our school is a one of a kind place that can't be replicated by going to Cedar Falls Schools.

Maybe instead of jumping to closing the school, you should consider the lengths that current students, teachers, and alumni would go to in order to save our beloved school and home. If the problem is in regards to remodeling and creating a nicer school, do you really think we wouldn't donate our blood, sweat and tears to help in this process? If it got remodeled, why not make it

bigger so more than 250 students can attend there? That would solve your "problem" of it serving too small of a population of people to care about.

There's absolutely no way that UNI can continue on with its excellent teaching program if the lab school was cut out of the picture. The lab school is one of the pieces of the puzzles and huge reason why the student teaching program at UNI is such a huge success. If you ask any present or past UNI student teacher that has taught at the lab school, I'm positive they're responses would be similar and they would be devastated to see the school go. So with that being said, you're hurting two things at once if you chose to close the lab school; ruining one of the best teaching programs in the Midwest and hurting the education of past, present, and future Price Lab students as well as teachers, family, and friends. Please reconsider your decision.

Sincerely,

A thick, dark horizontal bar used to redact the signature of the sender.

**Subject:** Fwd: Fwd: FW: Inquiry #175 (12) Save Price Lab  
**From:** Patricia Geadelmann <patricia.geadelmann@uni.edu>  
**Date:** 2/22/2012 12:38 PM  
**To:** james o'connor <james.oconnor@uni.edu>, Gloria Gibson <gloria.gibson@uni.edu>, Ben Allen <ben.allen@uni.edu>, dwight.watson@uni.edu

fyi

----- Original Message -----

**Subject:** Fwd: FW: Inquiry #175 (12) Save Price Lab  
**Date:** Wed, 22 Feb 2012 11:09:24 -0600  
**From:** Jane Larson <jane.larson@uni.edu>  
**To:** patricia.geadelmann <patricia.geadelmann@uni.edu>

[if gte mso 9]><xml> <o:shapedefaults v:ext="edit" spidmax="1026" /> </xml><![endif][if gte mso 9]><xml> <o:shapelayout v:ext="edit"> <o:idmap v:ext="edit" data="1" /> </o:shapelayout></xml><![endif] Pat, Does UNI agree with Marcia's comment on not responding?

----- Original Message -----

**Subject:** FW: Inquiry #175 (12) Save Price Lab  
**Date:** Wed, 22 Feb 2012 16:36:37 +0000  
**From:** Brunson, Marcia R [BOARD] <mbruns@iastate.edu>  
**To:** Jane Larson <jane.larson@uni.edu>

Jane, this is one of three emails I received via the website. Unless directed by UNI I will not respond to them.

Marcia

---

Marcia R. Brunson  
Policy and Operations Officer  
Board of Regents, State of Iowa  
11260 Aurora Avenue  
Urbandale, IA 50322  
(515)281-6418 (phone)  
(515)281-6420 (fax)  
[mbruns@iastate.edu](mailto:mbruns@iastate.edu)  
<http://www.regents.iowa.gov>

**From:** [REDACTED]  
**Sent:** Wednesday, February 22, 2012 10:30 AM  
**To:** [mbruns@iastate.edu](mailto:mbruns@iastate.edu)  
**Subject:** Inquiry #175 (12) Save Price Lab

I am a junior at the University of Northern Iowa and I am enrolled in the science education program. I

was able to do my Level II field experience at Price Laboratory School and it was such a great experience. I was able to work with teachers who showed so much interest in helping me become a great teacher in the future. I have done field experiences in other schools around the area, and I can tell that those teachers don't have the same passion as those at Price Lab to ensure quality teachers get through the program. It would be such a shame to see education students younger than me miss out on such a wonderful experience. With the University of Northern Iowa being known for the quality teachers they produce, I think that this is a huge mistake. It is having places like Price Lab available that makes the University of Northern Iowa superior to the teaching programs at Iowa or Iowa State. Please consider what a great thing Price Lab has been to this university and keep it open.

Sincerely,  


**Subject:** Re: Save Price Lab

**From:** "Dwight C. Watson" <dwright.watson@uni.edu>

**Date:** 2/22/2012 12:51 PM

**To:** [REDACTED]

Thank you for your concern. I appreciate your support of MPLS.

Sent from my iPad

On Feb 22, 2012, at 10:29 AM, [REDACTED] wrote:

I am a junior here at the University of Northern Iowa and I am enrolled in the science education program. I was able to do my Level II field experience at Price Laboratory School and it was such a great experience. I was able to work with teachers who showed so much interest in helping me become a great teacher in the future. I have done field experiences in other schools around the area, and I can tell that those teachers don't have the same passion as those at Price Lab to ensure quality teachers get through the program. It would be such a shame to see education students younger than me miss out on such a wonderful experience. With the University of Northern Iowa being known for the quality teachers they produce, I think that this is a huge mistake. It is having places like Price Lab available that makes the University of Northern Iowa superior to the teaching programs at Iowa or Iowa State. Please consider what a great thing Price Lab has been to this university and keep it open.

Sincerely,  
[REDACTED]

**Subject:** Fwd: Save Price Lab  
**From:** "Dwight C. Watson" <dwright.watson@uni.edu>  
**Date:** 2/22/2012 12:52 PM  
**To:** Mary-Sue Bartlett <mary-sue.bartlett@uni.edu>

Please print

Sent from my iPad

Begin forwarded message:

**From:** [REDACTED]  
**Date:** February 22, 2012 10:29:12 AM CST  
**To:** [dwright.watson@uni.edu](mailto:dwright.watson@uni.edu)  
**Subject:** Save Price Lab

I am a junior here at the University of Northern Iowa and I am enrolled in the science education program. I was able to do my Level II field experience at Price Laboratory School and it was such a great experience. I was able to work with teachers who showed so much interest in helping me become a great teacher in the future. I have done field experiences in other schools around the area, and I can tell that those teachers don't have the same passion as those at Price Lab to ensure quality teachers get through the program. It would be such a shame to see education students younger than me miss out on such a wonderful experience. With the University of Northern Iowa being known for the quality teachers they produce, I think that this is a huge mistake. It is having places like Price Lab available that makes the University of Northern Iowa superior to the teaching programs at Iowa or Iowa State. Please consider what a great thing Price Lab has been to this university and keep it open.

Sincerely,  
[REDACTED]

**Subject:** Re: Inquiry #175 (12) Save Price Lab

**From:** "Dwight C. Watson" <dwight.watson@uni.edu>

**Date:** 2/22/2012 12:58 PM

**To:** Patricia Gadelmann <patricia.gadelmann@uni.edu>

**CC:** james o'connor <james.oconnor@uni.edu>, Gloria Gibson <gloria.gibson@uni.edu>, Ben Allen <ben.allen@uni.edu>

I have been receiving these as well.

Sent from my iPad

On Feb 22, 2012, at 12:38 PM, Patricia Gadelmann <patricia.gadelmann@uni.edu> wrote:

fyi

----- Original Message -----

**Subject:**Fwd: FW: Inquiry #175 (12) Save Price Lab

**Date:**Wed, 22 Feb 2012 11:09:24 -0600

**From:**Jane Larson <jane.larson@uni.edu>

**To:**patricia.gadelmann <patricia.gadelmann@uni.edu>

[if gte mso 9]><xml> <o:shapedefaults v:ext="edit" spidmax="1026" /> </xml><![endif][if gte mso 9]><xml> <o:shapelayout v:ext="edit"> <o:idmap v:ext="edit" data="1" /> </o:shapelayout></xml><![endif] Pat, Does UNI agree with Marcia's comment on not responding?

----- Original Message -----

**Subject:**FW: Inquiry #175 (12) Save Price Lab

**Date:**Wed, 22 Feb 2012 16:36:37 +0000

**From:**Brunson, Marcia R [BOARD] <mbruns@iastate.edu>

**To:**Jane Larson <jane.larson@uni.edu>

Jane, this is one of three emails I received via the website. Unless directed by UNI I will not respond to them.

Marcia

---

Marcia R. Brunson  
Policy and Operations Officer  
Board of Regents, State of Iowa  
11260 Aurora Avenue  
Urbandale, IA 50322  
(515)281-6418 (phone)

(515)281-6420 (fax)

[mbruns@iastate.edu](mailto:mbruns@iastate.edu)

<http://www.regents.iowa.gov>

**From:** [REDACTED]

**Sent:** Wednesday, February 22, 2012 10:30 AM

**To:** [mbruns@iastate.edu](mailto:mbruns@iastate.edu)

**Subject:** Inquiry #175 (12) Save Price Lab

I am a junior at the University of Northern Iowa and I am enrolled in the science education program. I was able to do my Level II field experience at Price Laboratory School and it was such a great experience. I was able to work with teachers who showed so much interest in helping me become a great teacher in the future. I have done field experiences in other schools around the area, and I can tell that those teachers don't have the same passion as those at Price Lab to ensure quality teachers get through the program. It would be such a shame to see education students younger than me miss out on such a wonderful experience. With the University of Northern Iowa being known for the quality teachers they produce, I think that this is a huge mistake. It is having places like Price Lab available that makes the University of Northern Iowa superior to the teaching programs at Iowa or Iowa State. Please consider what a great thing Price Lab has been to this university and keep it open.

Sincerely,

[REDACTED]



**Subject:** MPLS Influence On My Education at UNI

**From:** [REDACTED]

**Date:** 2/22/2012 2:08 PM

**To:** Benjamin Allen <allenbaf@uni.edu>

**CC:** Dwight Watson <dwright.watson@uni.edu>, James Stichter <jim.stichter@uni.edu>

My name is [REDACTED] and I am a senior at the University of Northern Iowa pursuing Elementary Education with a Literacy minor. I am writing in regards to the closing of Malcolm Price Laboratory School. I know that there are many of different variables, opinions, and perspectives needed to be considered within this decision. However, I feel that it is only right for me to provide my personal experiences as an Elementary Education student, because MPLS has largely impacted my education in a positive way.

Prior to attending UNI, I received my Bachelor of Business and worked at Cargill Corn Milling in Cedar Rapids, Iowa. I was fortunate to start my career within the business world at a young age. However, I soon realized that what I wanted out of life was beyond business and money. I did a lot of self-reflection and came to a conclusion that I wanted to pursue a career in elementary education. At that time, I researched my college options and made the decision to attend the University of Northern Iowa. This was not an easy decision, because I had to factor in my family, home, commute, and finances. However, the College of Education has a prestigious reputation and I believed that I would receive the best education. I do not regret the decision and I am very proud to say that I am a panther.

Within the first year of attending UNI, my husband and I relocated to Cascade, Iowa so for the last couple of years I have commuted approximately two-hundred miles a day to receive the quality of education that I know will uphold throughout my career. Throughout my time at the university, I have been honored to be a student of expert professionals. There are specific instructors who have impacted my education. I want to begin by recognizing two of the individuals who are Denise Tallakson and Lynne Ensworth. I have taken three classes with Denise and two classes with Lynne. Both of them shared their experiences as MPLS teachers and I learned from them. Denise is currently a professor at UNI and was a teacher at MPLS. Last year she welcomed me into her MPLS classroom for any assignment needed to be completed for other classes. There are also other UNI professors with prior work experience at MPLS and it is important to recognize their personal backgrounds, because they contribute to the overall education program at UNI.

Within my education, I have completed numerous field experiences, which I am truly grateful for. I am now confident when I walk into any classroom, because of the exposure I have had. The most rewarding and valuable experiences took place at MPLS. In the fall of 2010, I completed 12 lessons there. In the spring of 2011, I completed my level II field experience there with Sheri Hoffman which consisted of 20 hours. I learned more within those 20 hours than any other field experience I have completed including my level I and level III field experiences which took place in other schools. I have developed a respectful relationship with her. She is an expert teacher and I often

turn to her for guidance within my education.

Continuing with my field experiences, in the summer of 2011, I completed my Assessment Literacy and Evaluation field experience there. In the fall of 2011, I completed 10 lessons and this term I am completing 30 hours there for Remedial Reading. I have also completed over 5 observations and reflections for different classes at MPLS. The field experiences, observations, and lessons have been for a variety of classes including health, math, and literacy courses. I have worked with students in preschool, kindergarten, 1st grade, 4th grade, and 5th grade at MPLS. I have spent over 100 hours there. This time reflects mandatory hours and my personal choice to engage in the classrooms.

I think it is important to recognize the time I have spent at MPLS. For one, I cannot even begin to tell you the influence the cooperating teachers have had on my own education. Not only did they provide me with feedback, classroom management techniques, teaching strategies, and expert knowledge during field experiences, but they continuously are there for me. I know that I can walk into MPLS and ask any teacher about anything and they will make time for me. They continuously are a resource that I utilize frequently whether it is about content, curriculum, policies, current events, or strategies. I am grateful for the professional relationships that I have developed. I know that these educators will continue to be mentors within my education and the beginning of my career.

The other critical point to highlighting my field experience is the convenience of MPLS. As I already mentioned, I commute so I am not familiar with the surrounding school districts of Cedar Falls. It has been so easy to find placements for field experiences and random assignments that require classroom observations or lessons, because any teacher will welcome me into their classroom at MPLS. I did find my own placement for two of my field experiences and it was honestly very frustrated and a long drawn out process. I can only imagine the effort needed in the future if MPLS is not an option for education students and professors. I assume that there are other obstacles students face when it comes to field experience placements as well. So many students live on or around campus and can walk there. This convenience alleviates time constraints, traveling expenses, and the challenges of scheduling classes.

I have completed other field experiences in different cities and school districts. I do believe that it is important to be exposed to multiple school settings and districts. With this said, I chose to complete my level III field experience in Dubuque, Iowa. Within one of my reflections required for the field experience, I wrote, "I also stopped and thought about the importance of the school that I teach in. To be honest, I miss Malcolm Price Lab School. I feel welcomed, comfortable, and a part of MPLS when I go there. I do not have the same feelings as this school. I am still learning a lot from undisclosed and she is very kind to me, but I do not like the general vibes I get from the school. This makes me realize that the school and school district that I teach in needs to align with my education values and beliefs as well." This quote connects to a conversation that I just had with Sheri Hoffman in regards to my preparations for finding a job after graduating. I asked her, "How do I find out if a school is right for me and if I will fit into the school?" When asking

this, I was really asking, "How do I find a school like MPLS?" I would be honored to work in a school like MPLS. I know that the educators and administrators are well educated and experts within their field. It is apparent that administration trusts their staff and the focus is the students and my education. The atmosphere is inviting, warm, caring, energetic, and demonstrates learning at its finest. It is a privilege to be a part of the MPLS community that they have established.

After reflecting on the impact MPLS has had on my professional and personal growth, I am very grateful that the University of Northern Iowa has provided me with the upright education that I anticipated. I am confident that I will find a job after student teacher and I do believe that I have received an education that has prepared me for my future. However, I do not think I would say any of this if MPLS was not a part of the College of Education. MPLS has impacted my education more than any textbook and/or class.

I also believe that Malcolm Price Laboratory School is a significant component that places the College of Education above other colleges. The UNI education program is known as "top notch" and a leader in education. I would be concerned about the education program without MPLS and the impact it would have on current and future students. I am proud of receiving my degree in Elementary Education at UNI and I want the program to continue its legacy which includes Malcolm Price Laboratory School.

As previously mentioned, I understand that there are many of variables being considered. Please take my personal experiences as a proud successful UNI Elementary Education student into consideration, because I speculate that there are other students that feel the same way. I hope I have expressed the positive impact MPLS has had on me and how grateful I am for the faculty, staff, parents, and students. My education would not have been the same without these people. I also greatly appreciate your time.

Sincerely,



**Subject:** Re: MPLS Influence On My Education at UNI  
**From:** "Dwight C. Watson" <dwight.watson@uni.edu>  
**Date:** 2/22/2012 2:14 PM  
**To:** [REDACTED]

Thank you for your support.  
Sent from my iPad

On Feb 22, 2012, at 2:08 PM, [REDACTED] wrote:

My name is [REDACTED] and I am a senior at the University of Northern Iowa pursuing Elementary Education with a Literacy minor. I am writing in regards to the closing of Malcolm Price Laboratory School. I know that there are many of different variables, opinions, and perspectives needed to be considered within this decision. However, I feel that it is only right for me to provide my personal experiences as an Elementary Education student, because MPLS has largely impacted my education in a positive way.

Prior to attending UNI, I received my Bachelor of Business and worked at Cargill Corn Milling in Cedar Rapids, Iowa. I was fortunate to start my career within the business world at a young age. However, I soon realized that what I wanted out of life was beyond business and money. I did a lot of self-reflection and came to a conclusion that I wanted to pursue a career in elementary education. At that time, I researched my college options and made the decision to attend the University of Northern Iowa. This was not an easy decision, because I had to factor in my family, home, commute, and finances. However, the College of Education has a prestigious reputation and I believed that I would receive the best education. I do not regret the decision and I am very proud to say that I am a panther.

Within the first year of attending UNI, my husband and I relocated to Cascade, Iowa so for the last couple of years I have commuted approximately two-hundred miles a day to receive the quality of education that I know will uphold throughout my career. Throughout my time at the university, I have been honored to be a student of expert professionals. There are specific instructors who have impacted my education. I want to begin by recognizing two of the individuals who are Denise Tallakson and Lynne Ensworth. I have taken three classes with Denise and two classes with Lynne. Both of them shared their experiences as MPLS teachers and I learned from them. Denise is currently a professor at UNI and was a teacher at MPLS. Last year she welcomed me into her MPLS classroom for any assignment needed to be completed for other classes. There are also other UNI professors with prior work experience at MPLS and it is important to recognize their personal backgrounds, because they contribute to the overall education program at UNI.

Within my education, I have completed numerous field experiences, which I am truly grateful for. I am now confident when I walk into any classroom, because of the exposure I have had. The most rewarding and valuable experiences took place at MPLS. In the fall of 2010, I completed 12 lessons there. In the spring of 2011, I completed my level II field experience there with Sheri Hoffman which consisted of

20 hours. I learned more within those 20 hours than any other field experience I have completed including my level I and level III field experiences which took place in other schools. I have developed a respectful relationship with her. She is an expert teacher and I often turn to her for guidance within my education.

Continuing with my field experiences, in the summer of 2011, I completed my Assessment Literacy and Evaluation field experience there. In the fall of 2011, I completed 10 lessons and this term I am completing 30 hours there for Remedial Reading. I have also completed over 5 observations and reflections for different classes at MPLS. The field experiences, observations, and lessons have been for a variety of classes including health, math, and literacy courses. I have worked with students in preschool, kindergarten, 1st grade, 4th grade, and 5th grade at MPLS. I have spent over 100 hours there. This time reflects mandatory hours and my personal choice to engage in the classrooms.

I think it is important to recognize the time I have spent at MPLS. For one, I cannot even begin to tell you the influence the cooperating teachers have had on my own education. Not only did they provide me with feedback, classroom management techniques, teaching strategies, and expert knowledge during field experiences, but they continuously are there for me. I know that I can walk into MPLS and ask any teacher about anything and they will make time for me. They continuously are a resource that I utilize frequently whether it is about content, curriculum, policies, current events, or strategies. I am grateful for the professional relationships that I have developed. I know that these educators will continue to be mentors within my education and the beginning of my career.

The other critical point to highlighting my field experience is the convenience of MPLS. As I already mentioned, I commute so I am not familiar with the surrounding school districts of Cedar Falls. It has been so easy to find placements for field experiences and random assignments that require classroom observations or lessons, because any teacher will welcome me into their classroom at MPLS. I did find my own placement for two of my field experiences and it was honestly very frustrated and a long drawn out process. I can only imagine the effort needed in the future if MPLS is not an option for education students and professors. I assume that there are other obstacles students face when it comes to field experience placements as well. So many students live on or around campus and can walk there. This convenience alleviates time constraints, traveling expenses, and the challenges of scheduling classes.

I have completed other field experiences in different cities and school districts. I do believe that it is important to be exposed to multiple school settings and districts. With this said, I chose to complete my level III field experience in Dubuque, Iowa. Within one of my reflections required for the field experience, I wrote, "I also stopped and thought about the importance of the school that I teach in. To be honest, I miss Malcolm Price Lab School. I feel welcomed, comfortable, and a part of MPLS when I go there. I do not have the same feelings as this school. I am still learning a lot from undisclosed and she is very kind to me, but I do not like the general vibes I get from the school. This makes me realize that the school and

school district that I teach in needs to align with my education values and beliefs as well." This quote connects to a conversation that I just had with Sheri Hoffman in regards to my preparations for finding a job after graduating. I asked her, "How do I find out if a school is right for me and if I will fit into the school?" When asking this, I was really asking, "How do I find a school like MPLS?" I would be honored to work in a school like MPLS. I know that the educators and administrators are well educated and experts within their field. It is apparent that administration trusts their staff and the focus is the students and my education. The atmosphere is inviting, warm, caring, energetic, and demonstrates learning at its finest. It is a privilege to be a part of the MPLS community that they have established.

After reflecting on the impact MPLS has had on my professional and personal growth, I am very grateful that the University of Northern Iowa has provided me with the upright education that I anticipated. I am confident that I will find a job after student teacher and I do believe that I have received an education that has prepared me for my future. However, I do not think I would say any of this if MPLS was not a part of the College of Education. MPLS has impacted my education more than any textbook and/or class.

I also believe that Malcolm Price Laboratory School is a significant component that places the College of Education above other colleges. The UNI education program is known as "top notch" and a leader in education. I would be concerned about the education program without MPLS and the impact it would have on current and future students. I am proud of receiving my degree in Elementary Education at UNI and I want the program to continue its legacy which includes Malcolm Price Laboratory School.

As previously mentioned, I understand that there are many of variables being considered. Please take my personal experiences as a proud successful UNI Elementary Education student into consideration, because I speculate that there are other students that feel the same way. I hope I have expressed the positive impact MPLS has had on me and how grateful I am for the faculty, staff, parents, and students. My education would not have been the same without these people. I also greatly appreciate your time.

Sincerely,



**Subject:** Fwd: MPLS Influence On My Education at UNI  
**From:** "Dwight C. Watson" <dwright.watson@uni.edu>  
**Date:** 2/22/2012 2:15 PM  
**To:** Mary-Sue Bartlett <mary-sue.bartlett@uni.edu>

Please print

Sent from my iPad

Begin forwarded message:

**From:** [REDACTED]  
**Date:** February 22, 2012 2:08:00 PM CST  
**To:** Benjamin Allen <allenbaf@uni.edu>  
**Cc:** Dwight Watson <dwright.watson@uni.edu>, James Stichter <jim.stichter@uni.edu>  
**Subject:** MPLS Influence On My Education at UNI

My name is [REDACTED] and I am a senior at the University of Northern Iowa pursuing Elementary Education with a Literacy minor. I am writing in regards to the closing of Malcolm Price Laboratory School. I know that there are many of different variables, opinions, and perspectives needed to be considered within this decision. However, I feel that it is only right for me to provide my personal experiences as an Elementary Education student, because MPLS has largely impacted my education in a positive way.

Prior to attending UNI, I received my Bachelor of Business and worked at Cargill Corn Milling in Cedar Rapids, Iowa. I was fortunate to start my career within the business world at a young age. However, I soon realized that what I wanted out of life was beyond business and money. I did a lot of self-reflection and came to a conclusion that I wanted to pursue a career in elementary education. At that time, I researched my college options and made the decision to attend the University of Northern Iowa. This was not an easy decision, because I had to factor in my family, home, commute, and finances. However, the College of Education has a prestigious reputation and I believed that I would receive the best education. I do not regret the decision and I am very proud to say that I am a panther.

Within the first year of attending UNI, my husband and I relocated to Cascade, Iowa so for the last couple of years I have commuted

approximately two-hundred miles a day to receive the quality of education that I know will uphold throughout my career. Throughout my time at the university, I have been honored to be a student of expert professionals. There are specific instructors who have impacted my education. I want to begin by recognizing two of the individuals who are Denise Tallakson and Lynne Ensworth. I have taken three classes with Denise and two classes with Lynne. Both of them shared their experiences as MPLS teachers and I learned from them. Denise is currently a professor at UNI and was a teacher at MPLS. Last year she welcomed me into her MPLS classroom for any assignment needed to be completed for other classes. There are also other UNI professors with prior work experience at MPLS and it is important to recognize their personal backgrounds, because they contribute to the overall education program at UNI.

Within my education, I have completed numerous field experiences, which I am truly grateful for. I am now confident when I walk into any classroom, because of the exposure I have had. The most rewarding and valuable experiences took place at MPLS. In the fall of 2010, I completed 12 lessons there. In the spring of 2011, I completed my level II field experience there with Sheri Hoffman which consisted of 20 hours. I learned more within those 20 hours than any other field experience I have completed including my level I and level III field experiences which took place in other schools. I have developed a respectful relationship with her. She is an expert teacher and I often turn to her for guidance within my education.

Continuing with my field experiences, in the summer of 2011, I completed my Assessment Literacy and Evaluation field experience there. In the fall of 2011, I completed 10 lessons and this term I am completing 30 hours there for Remedial Reading. I have also completed over 5 observations and reflections for different classes at MPLS. The field experiences, observations, and lessons have been for a variety of classes including health, math, and literacy courses. I have worked with students in preschool, kindergarten, 1st grade, 4th grade, and 5th grade at MPLS. I have spent over 100 hours there. This time reflects mandatory hours and my personal choice to engage in the classrooms.

I think it is important to recognize the time I have spent at MPLS. For one, I cannot even begin to tell you the influence the cooperating teachers have had on my own education. Not only did they provide me with feedback, classroom management techniques, teaching strategies,



and expert knowledge during field experiences, but they continuously are there for me. I know that I can walk into MPLS and ask any teacher about anything and they will make time for me. They continuously are a resource that I utilize frequently whether it is about content, curriculum, policies, current events, or strategies. I am grateful for the professional relationships that I have developed. I know that these educators will continue to be mentors within my education and the beginning of my career.

The other critical point to highlighting my field experience is the convenience of MPLS. As I already mentioned, I commute so I am not familiar with the surrounding school districts of Cedar Falls. It has been so easy to find placements for field experiences and random assignments that require classroom observations or lessons, because any teacher will welcome me into their classroom at MPLS. I did find my own placement for two of my field experiences and it was honestly very frustrated and a long drawn out process. I can only imagine the effort needed in the future if MPLS is not an option for education students and professors. I assume that there are other obstacles students face when it comes to field experience placements as well. So many students live on or around campus and can walk there. This convenience alleviates time constraints, traveling expenses, and the challenges of scheduling classes.

I have completed other field experiences in different cities and school districts. I do believe that it is important to be exposed to multiple school settings and districts. With this said, I chose to complete my level III field experience in Dubuque, Iowa. Within one of my reflections required for the field experience, I wrote, "I also stopped and thought about the importance of the school that I teach in. To be honest, I miss Malcolm Price Lab School. I feel welcomed, comfortable, and a part of MPLS when I go there. I do not have the same feelings as this school. I am still learning a lot from undisclosed and she is very kind to me, but I do not like the general vibes I get from the school. This makes me realize that the school and school district that I teach in needs to align with my education values and beliefs as well." This quote connects to a conversation that I just had with Sheri Hoffman in regards to my preparations for finding a job after graduating. I asked her, "How do I find out if a school is right for me and if I will fit into the school?" When asking this, I was really asking, "How do I find a school like MPLS?" I would be honored to work in a school like MPLS. I know that the educators and administrators are well educated and experts within their field.

It is apparent that administration trusts their staff and the focus is the students and my education. The atmosphere is inviting, warm, caring, energetic, and demonstrates learning at its finest. It is a privilege to be a part of the MPLS community that they have established.

After reflecting on the impact MPLS has had on my professional and personal growth, I am very grateful that the University of Northern Iowa has provided me with the upright education that I anticipated. I am confident that I will find a job after student teacher and I do believe that I have received an education that has prepared me for my future. However, I do not think I would say any of this if MPLS was not a part of the College of Education. MPLS has impacted my education more than any textbook and/or class.

I also believe that Malcolm Price Laboratory School is a significant component that places the College of Education above other colleges. The UNI education program is known as "top notch" and a leader in education. I would be concerned about the education program without MPLS and the impact it would have on current and future students. I am proud of receiving my degree in Elementary Education at UNI and I want the program to continue its legacy which includes Malcolm Price Laboratory School.

As previously mentioned, I understand that there are many of variables being considered. Please take my personal experiences as a proud successful UNI Elementary Education student into consideration, because I speculate that there are other students that feel the same way. I hope I have expressed the positive impact MPLS has had on me and how grateful I am for the faculty, staff, parents, and students. My education would not have been the same without these people. I also greatly appreciate your time.

Sincerely,



**Subject:** [REDACTED] Keep PLS/NUHS Open

**From:** [REDACTED]

**Date:** 2/22/2012 3:28 PM

**To:** ben.allen@uni.edu, "Dr. Dwight C. Watson" <dwright.watson@uni.edu>, mbruns@iastate.edu, herman.quirmbach@legis.iowa.gov, brian.schoenjahn@legis.iowa.gov, shawn.hamerlinck@legis.iowa.gov, greg.forristall@legis.state.ia.us, Jeremy.Taylor@legis.state.ia.us, sharon.steckman@legis.state.ia.us, cindy.winckler@legis.state.ia.us

**CC:** lyncountryman@gmail.com, lyn.countryman@uni.edu, gdm@mediacombb.net

Dear Team,

I address this email to you this way because I feel that to keep MY school open, takes a team effort (yes, this is personal to me so I take your actions/decisions personally).

Some of you may know my mother, Janet McClain, who recently passed in October 2010, taught at Price Lab for years and then continued teaching at UNI. Her tenure exceeded 30 years. Some of you may also know my father Greg McClain who served on the Iowa State Board of Education for many years prior to retiring. I mention this because I am a product of their commitment to education, their passion and love for me as their only child and their unwavering decision to start and finish my education at Price Lab and NU High School. One of my mother's favorite quotes by Malcolm X was, "Education is our passport to the future, for tomorrow belongs to the people who prepare for it today." This is what PLS/NUHS is providing - they are preparing future teachers and enrolled students TODAY in an unmatched and very rare way for this everchanging and developing world and society. It's interesting that my mom, whom I called a "superhero teacher", ended up spending the rest of her entire teaching career at UNI...I find it odd because she could've gone anywhere else to teach. She was excellent at what she did and people across the state sought out her knowledge and expertise on diversity. She represented UNI on numerous occasions speaking highly not only of UNI's College of Education program but PLS/NUHS as well. She was responsible for recruiting numerous minority students to UNI's COE program and developing future teachers. Why? Because she loved teaching, she loved the creativity that the school allowed for her to use with her 2nd graders and college students, and because me, her only child, was attending PLS/NUHS and eventually UNI for graduate school. My point is this, there was something unique that PLS/NUHS provided not only for her but also for her many students that came before, during, and after me.

My testimony is simply this; there has always been talk of closing my school down for years. We as graduates, students, teachers, and/or parents of PLS/NUHS have always fought back against cutting the history, the unmatched reputation, and the unforgettable memories out from under us. To this day when I tell people about my experiences at PLS/NUHS, every single response has been, "wow, that's unheard of", "man, I wish I had great memories from school like that", or "they just don't make school like that anymore." I don't know what else to say new or different from what I've said every time a proposed idea to close my school has come around. Nothing has changed at PLS/NUHS except the administration. I understand that the same jealousy we as parents, teachers, students, and graduates faced is probably the same jealousy we are still experiencing years later - everyone wants to send their kids to PLS/NUHS for a reason and that reason hasn't changed - we have an excellent reputation in the community. Let me list some rare experiences that I have had while at PLS/NUHS and beyond. I am a 1996 graduate of NUHS and a 2002 graduate of UNI.

1. I began at PLS as a 4 yr old in Dr. Kirkland's pre-school class. To this day, I currently have Dr. Kirkland's number, we're friends on Facebook, and she spoke at my mother's homegoing services.
2. My first experience with swimming and foreign languages was at the age of 4 at PLS.
3. When I briefly went to public schools in Cedar Falls I experienced racism, discrimination, and a lot of other things I

NEVER experienced at PLS or NUHS. When I did experience racism/discrimination while a student at NUHS, it only occurred at away games in the small towns.

4. My graduating class was 56 and to this day, I know every single one of my classmates and can easily identify their parents. Why because our parents held us ALL accountable! There was a sense of family and I knew that if my parents weren't there, another parent would be.

5. My graduating class was competitive academically. Most of us were involved in extracurricular activities but school was always number one. I remember it was hard to get in the top 50% because most GPAs were 4.0, 3.99, 3.98, and so on!

6. Madrigal Dinners, Theater productions, Carnivals, Basketball games - all brought attention to this school! I remember SOLD OUT performances for our theater productions, madrigal dinners, and the numerous times we went to or won state championships!

The list could go on and on!

Yes, this all may be the "old NU" but it's a part of my history and the history of our school and what has made PLS/NUHS who they are today. Still standing strong after years of opposition but we've always rose to the challenge. I'm not going to beg you all to keep my school open but what I am going to do is charge you with changing your thinking. Is it really necessary to put the school on the chopping block once again? Besides budgetary reasons, what else deems PLS/NUHS necessary to close? If PLS/NUHS was YOUR elementary or high school, how would you feel if I told YOU we were closing your school down? No one can put a price on my education and no one is able to take what I learned as a PLS/NUHS student away.

By closing our school you're saying top notch education with a rare learning environment is too "expensive" to give to students who deserve it. I understand that not everyone has the same experience as most of us who attended here do. Most people could care less or don't even think twice about high school, junior high or elementary days. But I do. My classmates do. My former teachers do. This is personal to us. So personal that you're probably surprised at the huge support that we have to keep our school open. You probably wouldn't receive these types of responses of depth from public schools that are much larger than us. The difference is we may be small in number but we're large in heart for a school that really has shaped us to be the men and women that we are today.

I'll leave you with this. I just found out today that there was an attempt to close PLS/NUHS. I was notified by email. As soon as I heard this news, I posted this on Facebook:

"I'm calling all NUHS students, graduates, parents, friends of an NUHS graduate, teachers, and everyone who reads this post. Please sign this petition! This K-12 school is where I went to pre-school, graduated high school from, where my Aunt graduated from and where my mom taught for years! I have the best memories, had the best teachers, and still have extremely close friends from my days at NUHS. If you're reading this you know me and hopefully love me enough to sign this petition. :) This school started me off in the right direction from the age of 4yrs old and is a huge part of who I am and what I believe today. One of my mom's favorite quotes, "Education is our passport to the future, for tomorrow belongs to the people who prepare for it today." — Malcolm X. Thank you for signing!!!!!!"

Within an hour, I had notified classmates and other NUHS graduates and an event was created by a Class of 1997 graduate, inviting EVERYONE to sign the petition and keep our school open. The response has been tremendous and hundreds of signatures popped up within a couple hours. I'm just letting you know we will still keep fighting with that NUHS Panther Pride.

Sincerely,

## NUHS Class of 1996

**Subject:** Re: Aja McClain - Keep PLS/NUHS Open  
**From:** "Dwight C. Watson" <dwight.watson@uni.edu>  
**Date:** 2/22/2012 3:40 PM  
**To:** [REDACTED]

Thank you for your empathic support.

Sent from my iPad

On Feb 22, 2012, at 3:28 PM, [REDACTED] wrote:

Dear Team,

I address this email to you this way because I feel that to keep MY school open, takes a team effort (yes, this is personal to me so I take your actions/decisions personally).

Some of you may know my mother, Janet McClain, who recently passed in October 2010, taught at Price Lab for years and then continued teaching at UNI. Her tenure exceeded 30 years. Some of you may also know my father Greg McClain who served on the Iowa State Board of Education for many years prior to retiring. I mention this because I am a product of their commitment to education, their passion and love for me as their only child and their unwavering decision to start and finish my education at Price Lab and NU High School. One of my mother's favorite quotes by Malcolm X was, "Education is our passport to the future, for tomorrow belongs to the people who prepare for it today." This is what PLS/NUHS is providing - they are preparing future teachers and enrolled students TODAY in an unmatched and very rare way for this everchanging and developing world and society. It's interesting that my mom, whom I called a "superhero teacher", ended up spending the rest of her entire teaching career at UNI...I find it odd because she could've gone anywhere else to teach. She was excellent at what she did and people across the state sought out her knowledge and expertise on diversity. She represented UNI on numerous occasions speaking highly not only of UNI's College of Education program but PLS/NUHS as well. She was responsible for recruiting numerous minority students to UNI's COE program and developing future teachers. Why? Because she loved teaching, she loved the creativity that the school allowed for her to use with her 2nd graders and college students, and because me, her only child, was attending PLS/NUHS and eventually UNI for graduate school. My point is this, there was something unique that PLS/NUHS provided not only for her but also for her many students that came before, during, and after me.

My testimony is simply this; there has always been talk of closing my school down for years. We as graduates, students, teachers, and/or parents of PLS/NUHS have always fought back against cutting the history, the unmatched reputation, and the unforgettable memories out from under us. To this day when I tell people about my experiences at PLS/NUHS, every single response has been, "wow, that's unheard of", "man, I wish I had great memories from school like that", or "they just don't make school like that anymore." I don't know what else to say new or different from what I've said every time a proposed idea to close my school has come around. Nothing has changed at PLS/NUHS except the administration. I understand that the same jealousy we as parents, teachers, students, and graduates faced is probably the same jealousy we are still experiencing years later - everyone wants to send their kids to PLS/NUHS for a reason and that reason hasn't changed - we have an excellent reputation in the community. Let me list some rare experiences that I have had while at PLS/NUHS and beyond. I am a 1996 graduate of NUHS and a 2002 graduate of UNI.

1. I began at PLS as a 4 yr old in Dr. Kirkland's pre-school class. To this day, I currently have Dr. Kirkland's number,

we're friends on Facebook, and she spoke at my mother's homegoing services.

2. My first experience with swimming and foreign languages was at the age of 4 at PLS.

3. When I briefly went to public schools in Cedar Falls I experienced racism, discrimination, and a lot of other things I NEVER experienced at PLS or NUHS. When I did experience racism/discrimination while a student at NUHS, it only occurred at away games in the small towns.

4. My graduating class was 56 and to this day, I know every single one of my classmates and can easily identify their parents. Why because our parents held us ALL accountable! There was a sense of family and I knew that if my parents weren't there, another parent would be.

5. My graduating class was competitive academically. Most of us were involved in extracurricular activities but school was always number one. I remember it was hard to get in the top 50% because most GPAs were 4.0, 3.99, 3.98, and so on!

6. Madrigal Dinners, Theater productions, Carnivals, Basketball games - all brought attention to this school! I remember SOLD OUT performances for our theater productions, madrigal dinners, and the numerous times we went to or won state championships!

The list could go on and on!

Yes, this all may be the "old NU" but it's a part of my history and the history of our school and what has made PLS/NUHS who they are today. Still standing strong after years of opposition but we've always rose to the challenge. I'm not going to beg you all to keep my school open but what I am going to do is charge you with changing your thinking. Is it really necessary to put the school on the chopping block once again? Besides budgetary reasons, what else deems PLS/NUHS necessary to close? If PLS/NUHS was YOUR elementary or high school, how would you feel if I told YOU we were closing your school down? No one can put a price on my education and no one is able to take what I learned as a PLS/NUHS student away.

By closing our school you're saying top notch education with a rare learning environment is too "expensive" to give to students who deserve it. I understand that not everyone has the same experience as most of us who attended here do. Most people could care less or don't even think twice about high school, junior high or elementary days. But I do. My classmates do. My former teachers do. This is personal to us. So personal that you're probably surprised at the huge support that we have to keep our school open. You probably wouldn't receive these types of responses of depth from public schools that are much larger than us. The difference is we may be small in number but we're large in heart for a school that really has shaped us to be the men and women that we are today.

I'll leave you with this. I just found out today that there was an attempt to close PLS/NUHS. I was notified by email. As soon as I heard this news, I posted this on Facebook:

"I'm calling all NUHS students, graduates, parents, friends of an NUHS graduate, teachers, and everyone who reads this post. Please sign this petition! This K-12 school is where I went to pre-school, graduated high school from, where my Aunt graduated from and where my mom taught for years! I have the best memories, had the best teachers, and still have extremely close friends from my days at NUHS. If you're reading this you know me and hopefully love me enough to sign this petition. :) This school started me off in the right direction from the age of 4yrs old and is a huge part of who I am and what I believe today. One of my mom's favorite quotes, "Education is our passport to the future, for tomorrow belongs to the people who prepare for it today." — Malcolm X. Thank you for signing!!!!!!"

Within an hour, I had notified classmates and other NUHS graduates and an event was created by a Class of 1997 graduate, inviting EVERYONE to sign the petition and keep our school open. The response has been tremendous and hundreds of signatures popped up within a couple hours. I'm just letting you know we will still keep fighting with that NUHS

Panther Pride.

Sincerely,

[REDACTED]  
[REDACTED]



**Subject:** Fwd: Aja McClain - Keep PLS/NUHS Open  
**From:** "Dwight C. Watson" <dwight.watson@uni.edu>  
**Date:** 2/22/2012 3:40 PM  
**To:** Mary-Sue Bartlett <mary-sue.bartlett@uni.edu>

Please print  
Sent from my iPad

Begin forwarded message:

**From:** [REDACTED]  
**Date:** February 22, 2012 3:28:00 PM CST  
**To:** [ben.allen@uni.edu](mailto:ben.allen@uni.edu), "Dr. Dwight C. Watson" <[dwight.watson@uni.edu](mailto:dwight.watson@uni.edu)>, [mbruns@iastate.edu](mailto:mbruns@iastate.edu), [herman.quirmbach@legis.iowa.gov](mailto:herman.quirmbach@legis.iowa.gov), [brian.schoenjahn@legis.iowa.gov](mailto:brian.schoenjahn@legis.iowa.gov), [shawn.hamerlinck@legis.iowa.gov](mailto:shawn.hamerlinck@legis.iowa.gov), [greg.forristall@legis.state.ia.us](mailto:greg.forristall@legis.state.ia.us), [Jeremy.Taylor@legis.state.ia.us](mailto:Jeremy.Taylor@legis.state.ia.us), [sharon.steckman@legis.state.ia.us](mailto:sharon.steckman@legis.state.ia.us), [cindy.winckler@legis.state.ia.us](mailto:cindy.winckler@legis.state.ia.us)  
**Cc:** [lynccountryman@gmail.com](mailto:lynccountryman@gmail.com), [lyn.countryman@uni.edu](mailto:lyn.countryman@uni.edu), [gdm@mediacombb.net](mailto:gdm@mediacombb.net)  
**Subject:** [REDACTED] - Keep PLS/NUHS Open

Dear Team,

I address this email to you this way because I feel that to keep MY school open, takes a team effort (yes, this is personal to me so I take your actions/decisions personally).

Some of you may know my mother, Janet McClain, who recently passed in October 2010, taught at Price Lab for years and then continued teaching at UNI. Her tenure exceeded 30 years. Some of you may also know my father Greg McClain who served on the Iowa State Board of Education for many years prior to retiring. I mention this because I am a product of their commitment to education, their passion and love for me as their only child and their unwavering decision to start and finish my education at Price Lab and NU High School. One of my mother's favorite quotes by Malcolm X was, "Education is our passport to the future, for tomorrow belongs to the people who prepare for it today." This is what PLS/NUHS is providing - they are preparing future teachers and enrolled students TODAY in an unmatched and very rare way for this everchanging and developing world and society. It's interesting that my mom, whom I called a "superhero teacher", ended up spending the rest of her entire teaching career at UNI...I find it odd because she could've gone anywhere else to teach. She was excellent at what she did and people across the state sought out her knowledge and expertise on diversity. She represented UNI on numerous occasions speaking highly not only of UNI's College of Education program but PLS/NUHS as well. She was responsible for recruiting numerous minority students to UNI's COE program and developing future teachers. Why? Because she loved teaching, she loved the creativity that the school allowed for her to use with her 2nd graders and college students, and because me, her only child, was attending PLS/NUHS and eventually UNI for graduate school. My point is this, there was something unique that PLS/NUHS provided not only for her but also for her many students that came before, during, and after me.

My testimony is simply this; there has always been talk of closing my school down for years. We as graduates, students, teachers, and/or parents of PLS/NUHS have always fought back against cutting the history, the unmatched reputation, and the unforgettable memories out from under us. To this day when I tell people about my experiences at PLS/NUHS, every single response has been, "wow, that's unheard of", "man, I wish I had great memories from school like that", or "they just don't make school like that anymore." I don't know what else to say new or different from what I've said every time a proposed idea to close my school has come around. Nothing has changed at PLS/NUHS except the administration. I understand that the same jealousy we as parents, teachers, students, and graduates faced is probably the same jealousy we are still experiencing years later - everyone wants to send their kids to PLS/NUHS for a reason and that reason hasn't changed - we have an excellent reputation in the community. Let me list some rare experiences that I have had while at PLS/NUHS and beyond. I am a 1996 graduate of NUHS and a 2002 graduate of UNI.

1. I began at PLS as a 4 yr old in Dr. Kirkland's pre-school class. To this day, I currently have Dr. Kirkland's number, we're friends on Facebook, and she spoke at my mother's homegoing services.
2. My first experience with swimming and foreign languages was at the age of 4 at PLS.
3. When I briefly went to public schools in Cedar Falls I experienced racism, discrimination, and a lot of other things I NEVER experienced at PLS or NUHS. When I did experience racism/discrimination while a student at NUHS, it only occurred at away games in the small towns.
4. My graduating class was 56 and to this day, I know every single one of my classmates and can easily identify their parents. Why because our parents held us ALL accountable! There was a sense of family and I knew that if my parents weren't there, another parent would be.
5. My graduating class was competitive academically. Most of us were involved in extracurricular activities but school was always number one. I remember it was hard to get in the top 50% because most GPAs were 4.0, 3.99, 3.98, and so on!
6. Madrigal Dinners, Theater productions, Carnivals, Basketball games - all brought attention to this school! I remember SOLD OUT performances for our theater productions, madrigal dinners, and the numerous times we went to or won state championships!

The list could go on and on!

Yes, this all may be the "old NU" but it's a part of my history and the history of our school and what has made PLS/NUHS who they are today. Still standing strong after years of opposition but we've always rose to the challenge. I'm not going to beg you all to keep my school open but what I am going to do is charge you with changing your thinking. Is it really necessary to put the school on the chopping block once again? Besides budgetary reasons, what else deems PLS/NUHS necessary to close? If PLS/NUHS was YOUR elementary or high school, how would you feel if I told YOU we were closing your school down? No one can put a price on my education and no one is able to take what I learned as a PLS/NUHS student away.

By closing our school you're saying top notch education with a rare learning environment is too "expensive" to give to students who deserve it. I understand that not everyone has the same experience as most of us who attended here do. Most people could care less or don't even think twice about high school, junior high or elementary days. But I do. My classmates do. My former teachers do. This is personal to us. So personal that you're probably surprised at the huge support that we have to keep our school open. You probably wouldn't receive these types of responses of depth from public schools that are much larger than us. The difference is we may be small in number but we're large in heart for a school that really has shaped us to be the men and women that we are today.

I'll leave you with this. I just found out today that there was an attempt to close PLS/NUHS. I was notified by email. As soon as I heard this news, I posted this on Facebook:

"I'm calling all NUHS students, graduates, parents, friends of an NUHS graduate, teachers, and everyone who reads this post. Please sign this petition! This K-12 school is where I went to pre-school, graduated high school from, where my Aunt graduated from and where my mom taught for years! I have the best memories, had the best teachers, and

still have extremely close friends from my days at NUHS. If you're reading this you know me and hopefully love me enough to sign this petition. :) This school started me off in the right direction from the age of 4yrs old and is a huge part of who I am and what I believe today. One of my mom's favorite quotes, "Education is our passport to the future, for tomorrow belongs to the people who prepare for it today." — Malcolm X. Thank you for signing!!!!!!"

Within an hour, I had notified classmates and other NUHS graduates and an event was created by a Class of 1997 graduate, inviting EVERYONE to sign the petition and keep our school open. The response has been tremendous and hundreds of signatures popped up within a couple hours. I'm just letting you know we will still keep fighting with that NUHS Panther Pride.

Sincerely,

[REDACTED]  
[REDACTED]

**Subject:** Re: Aja McClain - Keep PLS/NUHS Open  
**From:** [REDACTED]  
**Date:** 2/22/2012 3:52 PM  
**To:** "Dwight C. Watson" <dwright.watson@uni.edu>

No problem! Thanks for responding! Wish I could be there at the meeting tonight but I had to be sure that my voice, my mom's voice, and our story was heard and told.

I hope that everything goes well.

On Feb 22, 2012 3:35 PM, "Dwight C. Watson" <dwright.watson@uni.edu> wrote:  
Thank you for your empathic support.

Sent from my iPad

On Feb 22, 2012, at 3:28 PM, [REDACTED] wrote:

Dear Team,

I address this email to you this way because I feel that to keep MY school open, takes a team effort (yes, this is personal to me so I take your actions/decisions personally).

Some of you may know my mother, Janet McClain, who recently passed in October 2010, taught at Price Lab for years and then continued teaching at UNI. Her tenure exceeded 30 years. Some of you may also know my father Greg McClain who served on the Iowa State Board of Education for many years prior to retiring. I mention this because I am a product of their commitment to education, their passion and love for me as their only child and their unwavering decision to start and finish my education at Price Lab and NU High School. One of my mother's favorite quotes by Malcolm X was, "Education is our passport to the future, for tomorrow belongs to the people who prepare for it today." This is what PLS/NUHS is providing - they are preparing future teachers and enrolled students TODAY in an unmatched and very rare way for this everchanging and developing world and society. It's interesting that my mom, whom I called a "superhero teacher", ended up spending the rest of her entire teaching career at UNI...I find it odd because she could've gone anywhere else to teach. She was excellent at what she did and people across the state sought out her knowledge and expertise on diversity. She represented UNI on numerous occasions speaking highly not only of UNI's College of Education program but PLS/NUHS as well. She was responsible for recruiting numerous minority students to UNI's COE program and developing future teachers. Why? Because she loved teaching, she loved the creativity that the school allowed for her to use with her 2nd graders and college students, and because me, her only child, was attending PLS/NUHS and eventually UNI for graduate school. My point is this, there was something unique that PLS/NUHS provided not only for her but also for her many students that came before, during, and after me.

My testimony is simply this; there has always been talk of closing my school down for years. We as graduates, students, teachers, and/or parents of PLS/NUHS have always fought back against cutting the history, the unmatched reputation, and the unforgettable memories out from under us. To this day when I tell people about my experiences at PLS/NUHS, every single response has been, "wow, that's unheard of", "man, I wish I

had great memories from school like that", or "they just don't make school like that anymore." I don't know what else to say new or different from what I've said every time a proposed idea to close my school has come around. Nothing has changed at PLS/NUHS except the administration. I understand that the same jealousy we as parents, teachers, students, and graduates faced is probably the same jealousy we are still experiencing years later - everyone wants to send their kids to PLS/NUHS for a reason and that reason hasn't changed - we have an excellent reputation in the community. Let me list some rare experiences that I have had while at PLS/NUHS and beyond. I am a 1996 graduate of NUHS and a 2002 graduate of UNI.

1. I began at PLS as a 4 yr old in Dr. Kirkland's pre-school class. To this day, I currently have Dr. Kirkland's number, we're friends on Facebook, and she spoke at my mother's homegoing services.
2. My first experience with swimming and foreign languages was at the age of 4 at PLS.
3. When I briefly went to public schools in Cedar Falls I experienced racism, discrimination, and a lot of other things I NEVER experienced at PLS or NUHS. When I did experience racism/discrimination while a student at NUHS, it only occurred at away games in the small towns.
4. My graduating class was 56 and to this day, I know every single one of my classmates and can easily identify their parents. Why because our parents held us ALL accountable! There was a sense of family and I knew that if my parents weren't there, another parent would be.
5. My graduating class was competitive academically. Most of us were involved in extracurricular activities but school was always number one. I remember it was hard to get in the top 50% because most GPAs were 4.0, 3.99, 3.98, and so on!
6. Madrigal Dinners, Theater productions, Carnivals, Basketball games - all brought attention to this school! I remember SOLD OUT performances for our theater productions, madrigal dinners, and the numerous times we went to or won state championships!

The list could go on and on!

Yes, this all may be the "old NU" but it's a part of my history and the history of our school and what has made PLS/NUHS who they are today. Still standing strong after years of opposition but we've always rose to the challenge. I'm not going to beg you all to keep my school open but what I am going to do is charge you with changing your thinking. Is it really necessary to put the school on the chopping block once again? Besides budgetary reasons, what else deems PLS/NUHS necessary to close? If PLS/NUHS was YOUR elementary or high school, how would you feel if I told YOU we were closing your school down? No one can put a price on my education and no one is able to take what I learned as a PLS/NUHS student away.

By closing our school you're saying top notch education with a rare learning environment is too "expensive" to give to students who deserve it. I understand that not everyone has the same experience as most of us who attended here do. Most people could care less or don't even think twice about high school, junior high or elementary days. But I do. My classmates do. My former teachers do. This is personal to us. So personal that you're probably surprised at the huge support that we have to keep our school open. You probably wouldn't receive these types of responses of depth from public schools that are much larger than us. The difference is we may be small in number but we're large in heart for a school that really has shaped us to be the men and women that we are today.

I'll leave you with this. I just found out today that there was an attempt to close PLS/NUHS. I was notified by email. As soon as I heard this news, I posted this on Facebook:

"I'm calling all NUHS students, graduates, parents, friends of an NUHS graduate, teachers, and everyone who reads this post. Please sign this petition! This K-12 school is where I went to pre-school, graduated high school from, where my Aunt graduated from and where my mom taught for years! I have the best memories, had the best teachers, and still have extremely close friends from my days at NUHS. If you're reading this you know me and hopefully love me enough to sign this petition. :) This school started me off in the right direction from the age of 4yrs old and is a huge part of who I am and what I believe today. One of my mom's favorite quotes, "Education is our

passport to the future, for tomorrow belongs to the people who prepare for it today."  
— Malcolm X. Thank you for signing!!!!!!"

Within an hour, I had notified classmates and other NUHS graduates and an event was created by a Class of 1997 graduate, inviting EVERYONE to sign the petition and keep our school open. The response has been tremendous and hundreds of signatures popped up within a couple hours. I'm just letting you know we will still keep fighting with that NUHS Panther Pride.

Sincerely,

[Redacted signature]

**Subject:** Keep the Lab School open! Something to think about from a Lab School 6th grade student...

**From:** [REDACTED]

**Date:** 2/22/2012 8:19 PM

**To:** ben-allen@uni-mail.org, Gloria Gibson <gloria.gibson@uni.edu>, Dwight Watson <dwright.watson@uni.edu>

President Allen, Provost Gibson and Dean Watson,

I am a student at the Lab School which you are currently trying to shut down. As a sixth grade student that came to Price Lab in 2008 in third grade when my parent were being divorced, the Lab School staff and all my friends helped me through that. Here, at the Lab School, is where I really truly fit in. I can be myself. I can make a difference. Here I know I will have a friend when I need it most. I also know my friends can be themselves too. My friends and everyone around me already make a difference in my life. Would you take away one of the few places where religion, race, overall appearance, and being a person who thinks differently does not matter?

I know you've heard your fill of "save our school" letters and quite possibly even a few angry parents, but ask yourself, what if I were someone who finally found a place where life was finally making some sense. Ask yourself what if I were someone who has been going to the school for a while and actually knows how much this school means to their family. I just really want to know why you went to the news first instead of talking to us? Did you truly think about everyone involved? Now Iowa will no longer have a research and development school. I really hope you will change your mind and recommend to the Board of Regents to keep the Lab School, my home away from home, open.

Please reply.

Sincerely,

[REDACTED]

**Subject:** Price Lab School

**From:** [REDACTED]

**Date:** 2/22/2012 9:22 PM

**To:** Benjamin Allen <ben.allen@uni.edu>, Dwight Watson <dwright.watson@uni.edu>, mbruns@iastate.edu

**CC:** herman.quirmbach@legis.iowa.gov, brian.schoenjahn@legis.iowa.gov, shawn.hamerlinck@legis.iowa.gov, greg.forristall@legis.state.ia.us, Jeremy.Taylor@legis.state.ia.us, sharon.steckman@legis.state.ia.us, cindy.winckler@legis.state.ia.us

Dear President Allen and Faculty,

Although I know President Allen you have recommended to the Board of Regents to close Malcolm Price Lab School (MPLS), I feel that this decision is not going to have positive outcomes for the University of Northern Iowa. I am only a freshman, but I came to UNI because it is know as one of the best education schools in the country and MPLS appealed greatly to me. From upperclassmen friends I have heard amazing stories about how great MPLS is for them, and how they feel like without it they wouldn't be the teachers they are growing into today. A Teacher's Assistant in my Inquiry to Life Science course spoke to us about how MPLS helped him create a basis for how he wanted to teach his middle school students biology when he gets a classroom of his own. Though I haven't gotten the chance to be a part of a classroom at MPLS I feel that without it being around my fellow underclassmen students and I will not be able to get the best possible educational experience. Having MPLS right on campus is such a great tool for students to have, so they can be at their classroom with no more than 10-15 minute walking distance from anywhere on campus, and its location is an especially great resource for students who don't have any from of transportation.

MPLS has a huge impact on the Teacher Ed program here at UNI, through numerous research studies and field experiences students are able to discover thousands of reasons for why they want to and should be a teacher. About 20,000 hours each year are put into the MPLS through teacher training for UNI Teacher Ed students. Also contributing to these numbers besides students in field experiences are groups of students from other education courses that observe classrooms of students for research, as well as graduate students who shadow teachers for extra experience.

If MPLS is closed down UNI's Teacher Ed program will not be headed in the right direction, and students learning will suffer. There is also the thought of how this may affect the surrounding community, and the children and families that go to MPLS. I urge you all to fight for MPLS to stay open for the students, the children, the community, and our university.

Thank you,  
[REDACTED]

72



**Subject:** Re: [REDACTED] Keep PLS/NUHS Open  
**From:** "Dwight C. Watson" <dwright.watson@uni.edu>  
**Date:** 2/23/2012 7:41 AM  
**To:** [REDACTED]

Your voice is clear and truly represents the wishes of our beloved Janet.

Sent from my iPad

On Feb 22, 2012, at 3:52 PM, [REDACTED] wrote:

No problem! Thanks for responding! Wish I could be there at the meeting tonight but I had to be sure that my voice, my mom's voice, and our story was heard and told.

I hope that everything goes well.

On Feb 22, 2012 3:35 PM, "Dwight C. Watson" <dwright.watson@uni.edu> wrote:  
Thank you for your empathic support.

Sent from my iPad

On Feb 22, 2012, at 3:28 PM, [REDACTED] wrote:

Dear Team,

I address this email to you this way because I feel that to keep MY school open, takes a team effort (yes, this is personal to me so I take your actions/decisions personally).

Some of you may know my mother, Janet McClain, who recently passed in October 2010, taught at Price Lab for years and then continued teaching at UNI. Her tenure exceeded 30 years. Some of you may also know my father Greg McClain who served on the Iowa State Board of Education for many years prior to retiring. I mention this because I am a product of their commitment to education, their passion and love for me as their only child and their unwavering decision to start and finish my education at Price Lab and NU High School. One of my mother's favorite quotes by Malcolm X was, "Education is our passport to the future, for tomorrow belongs to the people who prepare for it today." This is what PLS/NUHS is providing - they are preparing future teachers and enrolled students TODAY in an unmatched and very rare way for this everchanging and developing world and society. It's interesting that my mom, whom I called a "superhero teacher", ended up spending the rest of her entire teaching career at UNI...I find it odd because she could've gone anywhere else to teach. She was excellent at what she did and people across the state sought out her knowledge and expertise on diversity. She represented UNI on numerous

occasions speaking highly not only of UNI's College of Education program but PLS/NUHS as well. She was responsible for recruiting numerous minority students to UNI's COE program and developing future teachers. Why? Because she loved teaching, she loved the creativity that the school allowed for her to use with her 2nd graders and college students, and because me, her only child, was attending PLS/NUHS and eventually UNI for graduate school. My point is this, there was something unique that PLS/NUHS provided not only for her but also for her many students that came before, during, and after me.

My testimony is simply this; there has always been talk of closing my school down for years. We as graduates, students, teachers, and/or parents of PLS/NUHS have always fought back against cutting the history, the unmatched reputation, and the unforgettable memories out from under us. To this day when I tell people about my experiences at PLS/NUHS, every single response has been, "wow, that's unheard of", "man, I wish I had great memories from school like that", or "they just don't make school like that anymore." I don't know what else to say new or different from what I've said every time a proposed idea to close my school has come around. Nothing has changed at PLS/NUHS except the administration. I understand that the same jealousy we as parents, teachers, students, and graduates faced is probably the same jealousy we are still experiencing years later - everyone wants to send their kids to PLS/NUHS for a reason and that reason hasn't changed - we have an excellent reputation in the community. Let me list some rare experiences that I have had while at PLS/NUHS and beyond. I am a 1996 graduate of NUHS and a 2002 graduate of UNI.

1. I began at PLS as a 4 yr old in Dr. Kirkland's pre-school class. To this day, I currently have Dr. Kirkland's number, we're friends on Facebook, and she spoke at my mother's homegoing services.
2. My first experience with swimming and foreign languages was at the age of 4 at PLS.
3. When I briefly went to public schools in Cedar Falls I experienced racism, discrimination, and a lot of other things I NEVER experienced at PLS or NUHS. When I did experience racism/discrimination while a student at NUHS, it only occurred at away games in the small towns.
4. My graduating class was 56 and to this day, I know every single one of my classmates and can easily identify their parents. Why because our parents held us ALL accountable! There was a sense of family and I knew that if my parents weren't there, another parent would be.
5. My graduating class was competitive academically. Most of us were involved in extracurricular activities but school was always number one. I remember it was hard to get in the top 50% because most GPAs were 4.0, 3.99, 3.98, and so on!
6. Madrigal Dinners, Theater productions, Carnivals, Basketball games - all brought attention to this school! I remember SOLD OUT performances for our theater productions, madrigal dinners, and the numerous times we went to or won state championships!

The list could go on and on!

Yes, this all may be the "old NU" but it's a part of my history and the history of our school and what has made PLS/NUHS who they are today. Still standing strong after years of opposition but we've always rose to the challenge. I'm not going to beg you all to keep my school open but what I am going to do is charge you with changing your thinking. Is it really necessary to put the school on the chopping block once again? Besides budgetary reasons, what else deems PLS/NUHS necessary to close? If PLS/NUHS was YOUR elementary or high school, how would you feel if I told YOU we were closing your school down? No one can put a price on my education and no one is able to take what I learned as a PLS/NUHS student away.

By closing our school you're saying top notch education with a rare learning environment is too "expensive" to give to students who deserve it. I understand that not everyone has the same experience as most of us who attended here do. Most people could care less or don't even think twice about high school, junior high or elementary days. But I do. My classmates do. My former teachers do. This is personal to us. So personal that you're probably surprised at the huge support that we have to keep our school open. You probably wouldn't receive these types of responses of depth from public schools that are much larger than us. The difference is we may be small in number but we're large in heart for a school that really has shaped us to be the men and women that we are today.

I'll leave you with this. I just found out today that there was an attempt to close PLS/NUHS. I was

notified by email. As soon as I heard this news, I posted this on Facebook:

"I'm calling all NUHS students, graduates, parents, friends of an NUHS graduate, teachers, and everyone who reads this post. Please sign this petition! This K-12 school is where I went to pre-school, graduated high school from, where my Aunt graduated from and where my mom taught for years! I have the best memories, had the best teachers, and still have extremely close friends from my days at NUHS. If you're reading this you know me and hopefully love me enough to sign this petition. :) This school started me off in the right direction from the age of 4yrs old and is a huge part of who I am and what I believe today. One of my mom's favorite quotes, "Education is our passport to the future, for tomorrow belongs to the people who prepare for it today." — Malcolm X. Thank you for signing!!!!!!"

Within an hour, I had notified classmates and other NUHS graduates and an event was created by a Class of 1997 graduate, inviting EVERYONE to sign the petition and keep our school open. The response has been tremendous and hundreds of signatures popped up within a couple hours. I'm just letting you know we will still keep fighting with that NUHS Panther Pride.

Sincerely,

A black rectangular redaction box covering the signature of the sender.

**Subject:** Re: Price Lab School

**From:** "Dwight C. Watson" <dwright.watson@uni.edu>

**Date:** 2/23/2012 7:57 AM

**To:** [REDACTED]

[REDACTED], I appreciate your empathic response.

Sent from my iPad

On Feb 22, 2012, at 9:22 PM, [REDACTED] wrote:

Dear President Allen and Faculty,

Although I know President Allen you have recommended to the Board of Regents to close Malcolm Price Lab School (MPLS), I feel that this decision is not going to have positive outcomes for the University of Northern Iowa. I am only a freshman, but I came to UNI because it is know as one of the best education schools in the country and MPLS appealed greatly to me. From upperclassmen friends I have heard amazing stories about how great MPLS is for them, and how they feel like without it they wouldn't be the teachers they are growing into today. A Teacher's Assistant in my Inquiry to Life Science course spoke to us about how MPLS helped him create a basis for how he wanted to teach his middle school students biology when he gets a classroom of his own. Though I haven't gotten the chance to be a part of a classroom at MPLS I feel that without it being around my fellow underclassmen students and I will not be able to get the best possible educational experience. Having MPLS right on campus is such a great tool for students to have, so they can be at their classroom with no more than 10-15 minute walking distance from anywhere on campus, and its location is an especially great resource for students who don't have any from of transportation.

MPLS has a huge impact on the Teacher Ed program here at UNI, through numerous research studies and field experiences students are able to discover thousands of reasons for why they want to and should be a teacher. About 20,000 hours each year are put into the MPLS through teacher training for UNI Teacher Ed students. Also contributing to these numbers besides students in field experiences are groups of students from other education courses that observe classrooms of students for research, as well as graduate students who shadow teachers for extra experience.

If MPLS is closed down UNI's Teacher Ed program will not be headed in the right direction, and students learning will suffer. There is also the thought of how this may affect the surrounding community, and the children and families that go to MPLS. I urge you all to fight for MPLS to stay open for the students, the children, the community, and our university.

Thank you, [REDACTED]

**Subject:** Fwd: Price Lab School  
**From:** "Dwight C. Watson" <dwight.watson@uni.edu>  
**Date:** 2/23/2012 7:58 AM  
**To:** Mary-Sue Bartlett <mary-sue.bartlett@uni.edu>

Please print

Sent from my iPad

Begin forwarded message:

**From:** [REDACTED]  
**Date:** February 22, 2012 9:22:12 PM CST  
**To:** Benjamin Allen <[ben.allen@uni.edu](mailto:ben.allen@uni.edu)>, Dwight Watson <[dwight.watson@uni.edu](mailto:dwight.watson@uni.edu)>, [mbruns@iastate.edu](mailto:mbruns@iastate.edu)  
**Cc:** [herman.quirmbach@legis.iowa.gov](mailto:herman.quirmbach@legis.iowa.gov), [brian.schoenjahn@legis.iowa.gov](mailto:brian.schoenjahn@legis.iowa.gov), [shawn.hamerlinck@legis.iowa.gov](mailto:shawn.hamerlinck@legis.iowa.gov), [greg.forristall@legis.state.ia.us](mailto:greg.forristall@legis.state.ia.us), [Jeremy.Taylor@legis.state.ia.us](mailto:Jeremy.Taylor@legis.state.ia.us), [sharon.steckman@legis.state.ia.us](mailto:sharon.steckman@legis.state.ia.us), [cindy.winckler@legis.state.ia.us](mailto:cindy.winckler@legis.state.ia.us)  
**Subject:** Price Lab School

Dear President Allen and Faculty,

Although I know President Allen you have recommended to the Board of Regents to close Malcolm Price Lab School (MPLS), I feel that this decision is not going to have positive outcomes for the University of Northern Iowa. I am only a freshman, but I came to UNI because it is know as one of the best education schools in the country and MPLS appealed greatly to me. From upperclassmen friends I have heard amazing stories about how great MPLS is for them, and how they feel like without it they wouldn't be the teachers they are growing into today. A Teacher's Assistant in my Inquiry to Life Science course spoke to us about how MPLS helped him create a basis for how he wanted to teach his middle school students biology when he gets a classroom of his own. Though I haven't gotten the chance to be a part of a classroom at MPLS I feel that without it being around my fellow underclassmen students and I will not be able to get the best possible educational experience. Having MPLS right on campus is such a great tool for students to have, so they can be at their classroom with no more than 10-15 minute walking distance from anywhere on campus, and its location is an especially great resource for students who don't have any from of transportation.

MPLS has a huge impact on the Teacher Ed program here at UNI, through numerous research studies and field experiences students are able to discover thousands of reasons

for why they want to and should be a teacher. About 20,000 hours each year are put into the MPLS through teacher training for UNI Teacher Ed students. Also contributing to these numbers besides students in field experiences are groups of students from other education courses that observe classrooms of students for research, as well as graduate students who shadow teachers for extra experience.

If MPLS is closed down UNI's Teacher Ed program will not be headed in the right direction, and students learning will suffer. There is also the thought of how this may affect the surrounding community, and the children and families that go to MPLS. I urge you all to fight for MPLS to stay open for the students, the children, the community, and our university.

Thank you,



**Subject:** Concerned UNI Graduate Student

**From:** [REDACTED]

**Date:** 2/23/2012 8:39 PM

**To:** Dwight Watson <dwight.watson@uni.edu>, Benjamin Allen <ben.allen@uni.edu>, calangfarm@gmail.com, regentrastetter@gmail.com, regentcarroll@gmail.com, bobd@meardonlaw.com, ruth.harkin@cox.net, gretaajohnson@gmail.com, miles.david.w@gmail.com, KsMulholland5@linnmar.k12.ia.us, Gloria Gibson <gloria.gibson@uni.edu>


To Whom it Concerns:

My name is [REDACTED] and I am a current graduate student enrolled in the Graduate Program in Counseling at the University of Northern Iowa. I am also the Iowa School Counseling Association's Student Representative. I am writing you all because I am very concerned about President Allen's recommendation to close Malcolm Price Lab School.

The reason I am concerned is because I have come far in my graduate career at UNI and I am proud to be a part of such a prestigious graduate program. I was selected above students from Drake, Iowa, and Buena Vista to serve as the ISCA Student Representative, because of my background at UNI. I truly believe the faculty at Price Lab coupled with hard work and dedication is the reason why I was selected for such a competitive position. I started working under Sheri Hoffman in 2008 as a work-study student where I helped in her Pre-Kindergarten/Kindergarten classroom for three years. I credit Ms. Hoffman for taking me under her wing as a work-study student, teaching me many things about what it takes to be a master educator, and introducing me to other professionals within the school. Clare Struck also took time out of her busy schedule to mentor me for a semester in the spring of 2012 where she let me join her for a full day every Wednesday. Clare helped me gain ample knowledge of what it takes to be a school counselor and helped me get into my graduate program. I do not believe the public schools would have been able to provide as much mentoring as I received. This semester I have been able to work under the supervision of Carrie Dieken as a School Counseling Practicum student, and she has also gone above and beyond the expectations I have for a supervisor. **Without these faculty members at MPLS, I am confident I would not be half as prepared to enter the field of education as I have become.** My resume would lack so many vital components to entering my career if it was not for my mentors and supervisors at Price Lab.

During my practicum experience today at MPLS, I talked to many students about their feelings in regards to President Allen's recommendation and they shared so many positive things about their experience at Price Lab. The students shared that they are the kids who teach our future educators how to educate students, they shared how much they valued the community feeling within the school, the unique friendships they are able to make with their classmates, and most admirably the strong desire they have to keep the school open by holding fundraisers. I would also like to note how sad and unheard these students are feeling.

I ask you to please listen to the MPLS students, parents, faculty as well as all of the UNI students who have a positive connection to this unique school. **Without this school, I fear that UNI will have just another average education program.** Do we want UNI to be average or do we want UNI to stand out in the field of education? Thank you for your time and consideration.





**Subject:** RE: Closing of Price Laboratory School  
**From:** "Dr. Dwight C. Watson" <dwright.watson@uni.edu>  
**Date:** 2/24/2012 4:49 PM  
**To:** [REDACTED]

Thanks for your concern.

Dr. Dwight C. Watson  
Dean, College of Education  
University of Northern Iowa

**From:** [REDACTED]  
**Sent:** Friday, February 24, 2012 3:29 PM  
**To:** Benjamin Allen; Gloria Gibson; Dwight Watson  
**Subject:** Closing of Price Laboratory School

I would like to address my concern for a budget cut that has recently been brought to the attention of many students at the University of Northern Iowa. It has resulted in the recommendation of closing of Malcolm Price Laboratory School in Cedar Falls Iowa, a recommendation that will soon be put into action. The closing of the Lab School will affect not only all of the families of the students who attend that school, but also all of the students who plan to be future educators at the University of Northern Iowa.

The benefits of having a Lab School where university students are able to get hands on experience in the classroom are countless. Not only are students able to have a more in depth experience at Price Lab, but they also have the opportunity to apply the approaches and techniques that they have learned at the University with the support of the Price Lab faculty.

The faculties who will be displaced upon the closure of the Lab School are an integral part of the learning experience for educators at UNI. The teachers at Price Lab put forth their every effort to provide the best education possible not only for their students, but also for the hundreds of UNI students who complete their field experience training at the school every year. Their drive for excellence within the classrooms is both motivating and inspiring not only to see, but to have the opportunity to experience firsthand.

As a future educator of the students of Iowa, I know that my attitude and inspiration toward teaching has been greatly influenced by my experience at Price Lab School. I am concerned that future students at the University of Northern Iowa will be deprived of this experience without the existence of Price Lab School. I believe that this will have a negative impact on many of the future educators of Iowa. For the benefit of the students and faculty of the Lab School, the students at the University of Northern Iowa, the Cedar Falls community, and the state of Iowa as a whole, Price Lab School needs to be preserved. Thank you for your time and for taking my concerns into consideration.

**Subject:** FW: Closing of Price Laboratory School  
**From:** "Dr. Dwight C. Watson" <dwright.watson@uni.edu>  
**Date:** 2/24/2012 4:49 PM  
**To:** "Mary-Sue Bartlett" <Mary-Sue.Bartlett@uni.edu>

Please print  
Dr. Dwight C. Watson  
Dean, College of Education  
University of Northern Iowa

**From:** [REDACTED]  
**Sent:** Friday, February 24, 2012 3:29 PM  
**To:** Benjamin Allen; Gloria Gibson; Dwight Watson  
**Subject:** Closing of Price Laboratory School

I would like to address my concern for a budget cut that has recently been brought to the attention of many students at the University of Northern Iowa. It has resulted in the recommendation of closing of Malcolm Price Laboratory School in Cedar Falls Iowa, a recommendation that will soon be put into action. The closing of the Lab School will affect not only all of the families of the students who attend that school, but also all of the students who plan to be future educators at the University of Northern Iowa.

The benefits of having a Lab School where university students are able to get hands on experience in the classroom are countless. Not only are students able to have a more in depth experience at Price Lab, but they also have the opportunity to apply the approaches and techniques that they have learned at the University with the support of the Price Lab faculty.

The faculties who will be displaced upon the closure of the Lab School are an integral part of the learning experience for educators at UNI. The teachers at Price Lab put forth their every effort to provide the best education possible not only for their students, but also for the hundreds of UNI students who complete their field experience training at the school every year. Their drive for excellence within the classrooms is both motivating and inspiring not only to see, but to have the opportunity to experience firsthand.

As a future educator of the students of Iowa, I know that my attitude and inspiration toward teaching has been greatly influenced by my experience at Price Lab School. I am concerned that future students at the University of Northern Iowa will be deprived of this experience without the existence of Price Lab School. I believe that this will have a negative impact on many of the future educators of Iowa. For the benefit of the students and faculty of the Lab School, the students at the University of Northern Iowa, the Cedar Falls community, and the state of Iowa as a whole, Price Lab School needs to be preserved. Thank you for your time and for taking my concerns into consideration.

**Subject:** RE: The Future of the Price Lab School  
**From:** "Dr. Dwight C. Watson" <dwright.watson@uni.edu>  
**Date:** 2/24/2012 5:12 PM  
**To:** [REDACTED]

Thank you for your concern.

Dr. Dwight C. Watson  
Dean, College of Education  
University of Northern Iowa

-----Original Message-----

From: [REDACTED] Sent: Friday, February 24, 2012  
4:58 PM  
To: [dwright.watson@uni.edu](mailto:dwright.watson@uni.edu)  
Subject: The Future of the Price Lab School

I would like to address my concern for a budget cut that has recently been brought to the attention of many students at the University of Northern Iowa. It has resulted in the recommendation of closing of Malcolm Price Laboratory School in Cedar Falls Iowa, a recommendation that will soon be put into action. The closing of the Lab School will affect not only all of the families of the students who attend that school, but also all of the students who plan to be future educators at the University of Northern Iowa.

The benefits of having a Lab School where university students are able to get hands on experience in the classroom are countless. Not only are students able to have a more in depth experience at Price Lab, but they also have the opportunity to apply the approaches and techniques that they have learned at the University with the support of the Price Lab faculty.

The faculty who will be displaced upon the closure of the Lab School are an integral part of the learning experience for educators at UNI. The teachers at Price Lab put forth their every effort to provide the best education possible not only for their students, but also for the hundreds of UNI students who complete their field experience training at the school every year. Their drive for excellence within the classrooms is both motivating and inspiring not only to see, but to have the opportunity to experience firsthand.

As a future educator of the students of Iowa, I know that my attitude and inspiration toward teaching has been greatly influenced by my experience at Price Lab School. I am concerned that future students at the University of Northern Iowa will be deprived of this experience without the existence of Price Lab School. I believe that this will have a negative impact on many of the future educators of Iowa. For the benefit of the students and faculty of the Lab School, the students at the University of Northern Iowa, the Cedar Falls community, and the state of Iowa as a whole, Price Lab School needs to be preserved.

UNI has long been known as a college with a strong teacher program. Part of what makes UNI's teacher program so unique and effective is the Price Lab School. Without this added and unique experience, UNI will no longer be as special. It will become a school just like any other. The Price Lab School is what sets us apart from all the other colleges. What will distinguish it now, and draw in students? The Price Lab School is a feature that needs to remain part of UNI. Thank you for your time and for

taking my concerns into consideration.

Sincerely, [REDACTED] UNI Senior

**Subject:** FW: The Future of the Price Lab School  
**From:** "Dr. Dwight C. Watson" <dwright.watson@uni.edu>  
**Date:** 2/24/2012 5:12 PM  
**To:** "Mary-Sue Bartlett" <Mary-Sue.Bartlett@uni.edu>

Please print  
Dr. Dwight C. Watson  
Dean, College of Education  
University of Northern Iowa

-----Original Message-----

From: [REDACTED] Sent: Friday, February 24, 2012  
4:58 PM  
To: [dwright.watson@uni.edu](mailto:dwright.watson@uni.edu)  
Subject: The Future of the Price Lab School

I would like to address my concern for a budget cut that has recently been brought to the attention of many students at the University of Northern Iowa. It has resulted in the recommendation of closing of Malcolm Price Laboratory School in Cedar Falls Iowa, a recommendation that will soon be put into action. The closing of the Lab School will affect not only all of the families of the students who attend that school, but also all of the students who plan to be future educators at the University of Northern Iowa.

The benefits of having a Lab School where university students are able to get hands on experience in the classroom are countless. Not only are students able to have a more in depth experience at Price Lab, but they also have the opportunity to apply the approaches and techniques that they have learned at the University with the support of the Price Lab faculty.

The faculty who will be displaced upon the closure of the Lab School are an integral part of the learning experience for educators at UNI. The teachers at Price Lab put forth their every effort to provide the best education possible not only for their students, but also for the hundreds of UNI students who complete their field experience training at the school every year. Their drive for excellence within the classrooms is both motivating and inspiring not only to see, but to have the opportunity to experience firsthand.

As a future educator of the students of Iowa, I know that my attitude and inspiration toward teaching has been greatly influenced by my experience at Price Lab School. I am concerned that future students at the University of Northern Iowa will be deprived of this experience without the existence of Price Lab School. I believe that this will have a negative impact on many of the future educators of Iowa. For the benefit of the students and faculty of the Lab School, the students at the University of Northern Iowa, the Cedar Falls community, and the state of Iowa as a whole, Price Lab School needs to be preserved.

UNI has long been known as a college with a strong teacher program. Part of what makes UNI's teacher program so unique and effective is the Price Lab School. Without this added and unique experience, UNI will no longer be as special. It will become a school just like any other. The Price Lab School is what sets us apart from

all the other colleges. What will distinguish it now, and draw in students? The Price Lab School is a feature that needs to remain part of UNI. Thank you for your time and for taking my concerns into consideration.

Sincerely, [REDACTED]

**Subject:** RE: Closing Price Lab School

**From:** "Dr. Dwight C. Watson" <dwright.watson@uni.edu>

**Date:** 2/24/2012 5:29 PM

**To:** [REDACTED]

Thank you for your emphatic support.

Dr. Dwight C. Watson

Dean, College of Education

University of Northern Iowa

**From:** [REDACTED]

**Sent:** Thursday, February 23, 2012 10:20 AM

**To:** Dwight Watson

**Subject:** Closing Price Lab School

Dear Dwight Watson,

In my opinion the idea of closing Price Lab School is absurd. I understand the need to cut it due to budgeting reasons but how about you and all the others here at UNI who are getting over payed take a pay cut? UNI is one of the top Teacher Education Schools not only in the state but in the nation. How do you expect to keep this ranking without Price Lab School? Closing Price Lab School will only put more costs on us as students. How is it fair to us students that we are paying higher tuition yet getting our experience cut? Not only are we getting our experience cut but we will have to pay more of our own money for gas to travel to schools miles away. I hope you reconsider the affects this will have on us students who came to UNI because of the top ranked Teacher Education Program.

Sincerely,  
[REDACTED]

**Subject:** UNI Student concerned with closure of Malcolm Price Laboratory School

**From:** [REDACTED]

**Date:** 2/24/2012 5:50 PM

**To:** Dwight Watson <dwright.watson@uni.edu>

Dear Mr. Watson,

I'm studying to be a future teacher at the University of Northern Iowa, and I would like to address my concern for a recent budget cut that would include closing Malcolm Price Laboratory School in Cedar Falls, Iowa. This issue has not only caught the attention of the students of the University of Northern Iowa, but it's professors, and the teachers, families, and students of Malcolm Price Laboratory School. This budget cut will have effects on all of these people and more.

I am currently doing my level II field experience at Malcolm Price Laboratory School. This is where all of the University of Northern Iowa students that are part of the Teacher of Education program do their level II. This level requires students to observe every day for four weeks. One recommendation that has come to my knowledge is that UNI students will be relocated to surrounding schools; however, what happens to students who don't have transportation or what about students that can't afford to drive to these places because of the rise of gas prices? One could come up with the recommendation of keeping those students in school closer to campus, but then, is that fair to the other students?

Not only is transportation a problem, but what will happen to the families, students, and faculty of Malcolm Price Laboratory School? This budget cut is having a huge impact on the children of the school. Today, a boy came up to me and mentioned that he was going to march in the protest. Is it *right* to have a ten year old boy fighting for his rights? As a community and as a state, we should be standing up for this child, fighting for his education and his future.

There have been many recent budget cuts for education lately, and I think it's time to rethink the priorities of our society. I believe athletics are important for students to participate in, but are they so important that our university should be spending six to eight *million* each year on them and only cutting five-hundred thousand within a three year time span? What happened to the university representing education and standing up for it's students? What is our society going to be like in fifty years if we continue to put athletics before education?

These are serious questions that need to be addressed because the closure of Malcolm Price



Laboratory School isn't only going to have effects on it's students now, but without the wonderful teachers that are willing to do extra work and mentor future teachers, Iowa's future students and society may also be in critical danger. One way to address this is to stand up for a deserving community and state by not closing the Price Laboratory School. Please, consider the future of Iowa, and think twice about the effects of closing this wonderful school. Thank you for your time and for considering these critical issues at stake.

Sincerely,

A black rectangular redaction mark covering the signature of the student.

UNI Student

**Subject:** Keep Price Lab Open

**From:** emily wheeler <emilywheeler4uni@hotmail.com>

**Date:** 2/24/2012 10:55 PM

**To:** president@uni.edu, dwight.watson@uni.edu

Hello:

As a member of the Cedar Falls community, I am writing to express my concern over the push for the closing of Price Lab School. This school is a valuable and irreplaceable resource for student teachers and for UNI. It is also valuable to the community as a whole because of what it offers to the student teachers who then lead our youth, all across Iowa. Please show us that you value education and that you value The University of Northern Iowa and what it has to offer students of all ages. Do not allow Price Lab/NU to close! Thank you!

Emily Wheeler and   
UNI Graduate      Future UNI Graduate

**Subject:** Re: Keep Price Lab Open

**From:** "Dwight C. Watson" <dwight.watson@uni.edu>

**Date:** 2/25/2012 1:09 PM

**To:** emily wheeler <emilywheeler4uni@hotmail.com>

Thank you for your support.

Sent from my iPad

On Feb 24, 2012, at 10:55 PM, emily wheeler <emilywheeler4uni@hotmail.com> wrote:

Hello:

As a member of the Cedar Falls community, I am writing to express my concern over the push for the closing of Price Lab School. This school is a valuable and irreplaceable resource for student teachers and for UNI. It is also valuable to the community as a whole because of what it offers to the student teachers who then lead our youth, all across Iowa. Please show us that you value education and that you value The University of Northern Iowa and what it has to offer students of all ages. Do not allow Price Lab/NU to close! Thank you!

Emily Wheeler and [REDACTED]  
UNI Graduate                      Future UNI Graduate

**Subject:** Fwd: Keep Price Lab Open  
**From:** "Dwight C. Watson" <dwright.watson@uni.edu>  
**Date:** 2/25/2012 1:09 PM  
**To:** Mary-Sue Bartlett <mary-sue.bartlett@uni.edu>

Please print

Sent from my iPad

Begin forwarded message:

**From:** emily wheeler <emilywheeler4uni@hotmail.com>  
**Date:** February 24, 2012 10:55:08 PM CST  
**To:** <president@uni.edu>, <dwright.watson@uni.edu>  
**Subject:** Keep Price Lab Open

Hello:

As a member of the Cedar Falls community, I am writing to express my concern over the push for the closing of Price Lab School. This school is a valuable and irreplaceable resource for student teachers and for UNI. It is also valuable to the community as a whole because of what it offers to the student teachers who then lead our youth, all across Iowa. Please show us that you value education and that you value The University of Northern Iowa and what it has to offer students of all ages. Do not allow Price Lab/NU to close! Thank you!

Emily Wheeler and [REDACTED]  
UNI Graduate      Future UNI Graduate

**Subject:** Re: UNI Student concerned with closure of Malcolm Price Laboratory School  
**From:** "Dwight C. Watson" <dwright.watson@uni.edu>  
**Date:** 2/25/2012 1:20 PM  
**To:** [REDACTED]

[REDACTED] please come to the student meetings on Monday at the Galleger. Thanks for your support..

Sent from my iPad

On Feb 24, 2012, at 5:50 PM, [REDACTED] wrote:

Dear Mr. Watson,

I'm studying to be a future teacher at the University of Northern Iowa, and I would like to address my concern for a recent budget cut that would include closing Malcolm Price Laboratory School in Cedar Falls, Iowa. This issue has not only caught the attention of the students of the University of Northern Iowa, but it's professors, and the teachers, families, and students of Malcolm Price Laboratory School. This budget cut will have effects on all of these people and more.

I am currently doing my level II field experience at Malcolm Price Laboratory School. This is where all of the University of Northern Iowa students that are part of the Teacher of Education program do their level II. This level requires students to observe every day for four weeks. One recommendation that has come to my knowledge is that UNI students will be relocated to surrounding schools; however, what happens to students who don't have transportation or what about students that can't afford to drive to these places because of the rise of gas prices? One could come up with the recommendation of keeping those students in school closer to campus, but then, is that fair to the other students?

Not only is transportation a problem, but what will happen to the families, students, and faculty of Malcolm Price Laboratory School? This budget cut is having a huge impact on the children of the school. Today, a boy came up to me and mentioned that he was going to march in the protest. Is it right to have a ten year old boy fighting for his rights? As a community and as a state, we should be standing up for this child, fighting for his education and his future.

**Subject:** Re: another challenge

**From:** "Dwight C. Watson" <dwight.watson@uni.edu>

**Date:** 3/2/2012 7:20 AM

**To:** Becky Hawbaker <becky.hawbaker@uni.edu>

[REDACTED] I encourage you to move forward in the ways you see fit. I know Gary has a team ready to work with us so before contacting individuals in Waterloo, please talk to Gary. Keep the rest of the team informed.

Sent from my iPad

On Mar 2, 2012, at 3:05 AM, Becky Hawbaker <[becky.hawbaker@uni.edu](mailto:becky.hawbaker@uni.edu)> wrote:

Thank you to Dwight for calling us together today to begin to create solutions and plans for field experiences for the reality of a fall semester without Price Lab. We talked about the need for weekly meetings, but I don't think we set up a regular day/time and I am wondering if the Thursday 12:30 slot would work. Also, we talked about adding more members to the team, including Leasha Henriksen, Ben Forsyth (or other EPF faculty). I would also like to include a PLS faculty member (Ashley Jorgenson or Amy Lockhart) and CF/Wloo district officials (I'm thinking of Debbie Lee and Pam Zeigler or Dan Conrad) and/or teachers. May I begin contacting these people or am I overstepping? Once we are past the crisis management part of the planning, there will be others we will need to bring to the table to start pushing a larger restructuring of the program. We cannot let that opportunity pass us by.

I will send my L1/L2 numbers to David and Gary and will let them know that we are working on pulling together L3 and other methods experience numbers, but we may just have to guesstimate those. I will try to meet with them to get an initial response to some of the placement strategies we discussed.

[REDACTED]

--  
Becky Wilson Hawbaker

3/14/2012 11:15 AM

Director of the Professional Development School (PDS)  
Coordinator of Field Experiences  
Coordinator of Teacher Education Initiatives at Price Lab School  
University of Northern Iowa  
office (319) 273-7664  
fax (319) 273-6457

There have been many recent budget cuts for education lately, and I think it's time to rethink the priorities of our society. I believe athletics are important for students to participate in, but are they so important that our university should be spending six to eight *million* each year on them and only cutting five-hundred thousand within a three year time span? What happened to the university representing education and standing up for it's students? What is our society going to be like in fifty years if we continue to put athletics before education?

These are serious questions that need to be addressed because the closure of Malcolm Price Laboratory School isn't only going to have effects on it's students now, but without the wonderful teachers that are willing to do extra work and mentor future teachers, Iowa's future students and society may also be in critical danger. One way to address this is to stand up for a deserving community and state by not closing the Price Laboratory School. Please, consider the future of Iowa, and think twice about the effects of closing this wonderful school. Thank you for your time and for considering these critical issues at stake.

Sincerely,



UNI Student



**Subject:** Fwd: UNI Student concerned with closure of Malcolm Price Laboratory School  
**From:** "Dwight C. Watson" <dwight.watson@uni.edu>  
**Date:** 2/25/2012 1:20 PM  
**To:** Mary-Sue Bartlett <mary-sue.bartlett@uni.edu>

Please print

Sent from my iPad

Begin forwarded message:

**From:** [REDACTED]  
**Date:** February 24, 2012 5:50:01 PM CST  
**To:** Dwight Watson <dwight.watson@uni.edu>  
**Subject:** UNI Student concerned with closure of Malcolm Price Laboratory School

Dear Mr. Watson,

I'm studying to be a future teacher at the University of Northern Iowa, and I would like to address my concern for a recent budget cut that would include closing Malcolm Price Laboratory School in Cedar Falls, Iowa. This issue has not only caught the attention of the students of the University of Northern Iowa, but it's professors, and the teachers, families, and students of Malcolm Price Laboratory School. This budget cut will have effects on all of these people and more.

I am currently doing my level II field experience at Malcolm Price Laboratory School. This is where all of the University of Northern Iowa students that are part of the Teacher of Education program do their level II. This level requires students to observe every day for four weeks. One recommendation that has come to my knowledge is that UNI students will be relocated to surrounding schools; however, what happens to students who don't have transportation or what about students that can't afford to drive to these places because of the rise of gas prices? One could come up with the recommendation of keeping those students in school closer to campus, but then, is that fair to the other students?

Not only is transportation a problem, but what will happen to the families, students, and faculty of Malcolm Price Laboratory School? This budget cut is having a huge impact on the

children of the school. Today, a boy came up to me and mentioned that he was going to march in the protest. Is it right to have a ten year old boy fighting for his rights? As a community and as a state, we should be standing up for this child, fighting for his education and his future.

There have been many recent budget cuts for education lately, and I think it's time to rethink the priorities of our society. I believe athletics are important for students to participate in, but are they so important that our university should be spending six to eight *million* each year on them and only cutting five-hundred thousand within a three year time span? What happened to the university representing education and standing up for it's students? What is our society going to be like in fifty years if we continue to put athletics before education?

These are serious questions that need to be addressed because the closure of Malcolm Price Laboratory School isn't only going to have effects on it's students now, but without the wonderful teachers that are willing to do extra work and mentor future teachers, Iowa's future students and society may also be in critical danger. One way to address this is to stand up for a deserving community and state by not closing the Price Laboratory School. Please, consider the future of Iowa, and think twice about the effects of closing this wonderful school. Thank you for your time and for considering these critical issues at stake.

Sincerely,

  
UNI Student

**Subject:** Re: Concerned UNI Graduate Student  
**From:** "Dwight C. Watson" <dwright.watson@uni.edu>  
**Date:** 2/25/2012 1:33 PM  
**To:** [REDACTED]

Thank you so very much for your support of the school.

Sent from my iPad

On Feb 23, 2012, at 8:39 PM, [REDACTED] > wrote:

To Whom it Concerns:


My name is [REDACTED] and I am a current graduate student enrolled in the Graduate Program in Counseling at the University of Northern Iowa. I am also the Iowa School Counseling Association's Student Representative. I am writing you all because I am very concerned about President Allen's recommendation to close Malcolm Price Lab School.

The reason I am concerned is because I have come far in my graduate career at UNI and I am proud to be a part of such a prestigious graduate program. I was selected above students from Drake, Iowa, and Buena Vista to serve as the ISCA Student Representative, because of my background at UNI. I truly believe the faculty at Price Lab coupled with hard work and dedication is the reason why I was selected for such a competitive position. I started working under Sheri Hoffman in 2008 as a work-study student where I helped in her Pre-Kindergarten/Kindergarten classroom for three years. I credit Ms. Hoffman for taking me under her wing as a work-study student, teaching me many things about what it takes to be a master educator, and introducing me to other professionals within the school. Clare Struck also took time out of her busy schedule to mentor me for a semester in the spring of 2012 where she let me join her for a full day every Wednesday. Clare helped me gain ample knowledge of what it takes to be a school counselor and helped me get into my graduate program. I do not believe the public schools would have been able to provide as much mentoring as I received. This semester I have been able to work under the supervision of Carrie Dieken as a School Counseling Practicum student, and she has also gone above and beyond the expectations I have for a supervisor. **Without these faculty members at MPLS, I am confident I would not be half as prepared to enter the field of education as I have become.** My resume would lack so many vital components to entering my career if it was not for my mentors and supervisors at Price Lab.

During my practicum experience today at MPLS, I talked to many students about their feelings in regards to President Allen's recommendation and they shared so many positive

things about their experience at Price Lab. The students shared that they are the kids who teach our future educators how to educate students, they shared how much they valued the community feeling within the school, the unique friendships they are able to make with their classmates, and most admirably the strong desire they have to keep the school open by holding fundraisers. I would also like to note how sad and unheard these students are feeling.

I ask you to please listen to the MPLS students, parents, faculty as well as all of the UNI students who have a positive connection to this unique school. **Without this school, I fear that UNI will have just another average education program.** Do we want UNI to be average or do we want UNI to stand out in the field of education? Thank you for your time and consideration.



**Subject:** Fwd: Concerned UNI Graduate Student  
**From:** "Dwight C. Watson" <dwight.watson@uni.edu>  
**Date:** 2/25/2012 1:33 PM  
**To:** Mary-Sue Bartlett <mary-sue.bartlett@uni.edu>

Please print

Sent from my iPad

Begin forwarded message:

**From:** [REDACTED]  
**Date:** February 23, 2012 8:39:47 PM CST  
**To:** Dwight Watson <dwight.watson@uni.edu>, Benjamin Allen <ben.allen@uni.edu>, calangfarm@gmail.com, regentrastetter@gmail.com, regentcarroll@gmail.com, bobd@meardonlaw.com, ruth.harkin@cox.net, gretaajohnson@gmail.com, miles.david.w@gmail.com, KsMulholland5@linnmar.k12.ia.us, Gloria Gibson <gloria.gibson@uni.edu>  
**Subject:** Concerned UNI Graduate Student

To Whom it Concerns:


My name is [REDACTED] and I am a current graduate student enrolled in the Graduate Program in Counseling at the University of Northern Iowa. I am also the Iowa School Counseling Association's Student Representative. I am writing you all because I am very concerned about President Allen's recommendation to close Malcolm Price Lab School.

The reason I am concerned is because I have come far in my graduate career at UNI and I am proud to be a part of such a prestigious graduate program. I was selected above students from Drake, Iowa, and Buena Vista to serve as the ISCA Student Representative, because of my background at UNI. I truly believe the faculty at Price Lab coupled with hard work and dedication is the reason why I was selected for such a competitive position. I started working under Sheri Hoffman in 2008 as a work-study student where I helped in her Pre-Kindergarten/Kindergarten classroom for three years. I credit Ms. Hoffman for taking me under her wing as a work-study student, teaching me many things about what it takes to be a master educator, and introducing me to other professionals within the school. Clare Struck also took time out of her busy schedule to mentor me for a semester in the spring of 2012 where she let me join her for a full day every Wednesday. Clare helped me gain ample knowledge of what it takes to be a school counselor and helped me get into my graduate program. I do not believe the public

schools would have been able to provide as much mentoring as I received. This semester I have been able to work under the supervision of Carrie Dieken as a School Counseling Practicum student, and she has also gone above and beyond the expectations I have for a supervisor. **Without these faculty members at MPLS, I am confident I would not be half as prepared to enter the field of education as I have become.** My resume would lack so many vital components to entering my career if it was not for my mentors and supervisors at Price Lab.

During my practicum experience today at MPLS, I talked to many students about their feelings in regards to President Allen's recommendation and they shared so many positive things about their experience at Price Lab. The students shared that they are the kids who teach our future educators how to educate students, they shared how much they valued the community feeling within the school, the unique friendships they are able to make with their classmates, and most admirably the strong desire they have to keep the school open by holding fundraisers. I would also like to note how sad and unheard these students are feeling.

I ask you to please listen to the MPLS students, parents, faculty as well as all of the UNI students who have a positive connection to this unique school. **Without this school, I fear that UNI will have just another average education program.** Do we want UNI to be average or do we want UNI to stand out in the field of education? Thank you for your time and consideration.



**Subject:** A concern from a math teaching major

**From:** [REDACTED]

**Date:** 2/28/2012 9:52 AM

**To:** Dwight Watson <dwright.watson@uni.edu>

Dean Watson,

My name [REDACTED] and I am a senior Math and Physics Teaching double major here at UNI. I am currently in my level three methods courses in Physics and have completed my methods courses in mathematics. I hope you understand that I am not writing this letter with any disrespect meant toward your position here at UNI or the authority you have. I have complete respect for you and the difficult decisions you have had to make. With that being said I hope you will take the time to listen to an apprehension I have with the changes that are going to be made to the teaching program but more specifically to the Math and Science Teaching program.

We are at a point in time where it is evident that our Math and Science Education at the secondary level need to be changed and improved. The professors at UNI have done a great job teaching me about some of those changes that need to be made, including using more discovery-based learning, inquiry-style labs, and implementing more projects and technologies into the mathematics classroom. However what they can teach me while sitting in their classroom stops there. The real learning of how to implement these tools comes when I am able to see it in action, even if on a small scale. Price Lab School gave me the ability to see the pedagogies I am learning about applied to real students. I have also been sent to several schools in Cedar Falls and Waterloo and while I agree that they have wonderful teachers who care deeply about their students' learning, they are teaching their students the exact same way I was taught in high school. By taking away my opportunity to see the methodologies I am learning here at UNI in practice in a classroom setting you are taking away my ability to be the change agent in the math department in my future school district. With Price Lab gone there will be a great disconnect between how I am being taught to teach and how I see real teachers teaching. This will create a generation of Math and Science teachers graduating from UNI who will graduate with the knowledge of new methods but no knowledge of how to implement them into a classroom. We will end up with math and science teachers who are teaching exactly how they were taught in high school. This is not how we revolutionize the future of math and science education.

I am not telling you my concerns with the hopes of getting you to change your mind on your decisions about Price Lab School. I am telling you my concerns so that perhaps you can keep them in mind when you are developing your plan for the changes taking place in the education program at UNI. Simply giving math and science education students more experiences in schools at Cedar Falls and Waterloo will not work; we need a plan that will give

us the experience in a classroom setting where the methodologies we are learning are being practiced with real students. If we are to be the change in math and science education we need to see the change being practiced.

Again, I hope you understand that I am not trying to be disrespectful. I understand that you have more facts on the situation than I do and that you are doing what you believe is best. I do hope that you will take my viewpoint into consideration when making these next steps after closing Price Lab because it is the viewpoint of many other Math and Science Teaching majors.

Thank you for taking the time to read this (rather lengthy) email. I truly appreciate it. I hope you have a great week and that you continue to seek guidance from others as you make these upcoming decisions.

Sincerely,

A black rectangular redaction mark covering the signature.



**Subject:** Re: A concern from a math teaching major  
**From:** "Dwight C. Watson" <dwright.watson@uni.edu>  
**Date:** 2/28/2012 10:04 AM  
T [REDACTED] >

Thanks for the respect. I hear your apprehension and I will work diligently to offset your concerns as we move forward with our future plans.

Sent from my iPad

On Feb 28, 2012, at 9:52 AM, [REDACTED] wrote:

Dean Watson,

My name is [REDACTED] and I am a senior Math and Physics Teaching double major here at UNI. I am currently in my level three methods courses in Physics and have completed my methods courses in mathematics. I hope you understand that I am not writing this letter with any disrespect meant toward your position here at UNI or the authority you have. I have complete respect for you and the difficult decisions you have had to make. With that being said I hope you will take the time to listen to an apprehension I have with the changes that are going to be made to the teaching program but more specifically to the Math and Science Teaching program.

We are at a point in time where it is evident that our Math and Science Education at the secondary level need to be changed and improved. The professors at UNI have done a great job teaching me about some of those changes that need to be made, including using more discovery-based learning, inquiry-style labs, and implementing more projects and technologies into the mathematics classroom. However what they can teach me while sitting in their classroom stops there. The real learning of how to implement these tools comes when I am able to see it in action, even if on a small scale. Price Lab School gave me the ability to see the pedagogies I am learning about applied to real students. I have also been sent to several schools in Cedar Falls and Waterloo and while I agree that they have wonderful teachers who care deeply about their students' learning, they are teaching their students the exact same way I was taught in high school. By taking away my opportunity to see the methodologies I am learning here at UNI in practice in a classroom setting you are taking away my ability to be the change agent in the math department in my future school district. With Price Lab gone there will be a great disconnect between how I am being taught to teach and how I see real teachers teaching. This will create a generation of Math and Science teachers graduating from UNI who will graduate with the knowledge of new methods but no knowledge of how to implement them into a classroom. We will end up with math and science teachers who

are teaching exactly how they were taught in high school. This is not how we revolutionize the future of math and science education.

I am not telling you my concerns with the hopes of getting you to change your mind on your decisions about Price Lab School. I am telling you my concerns so that perhaps you can keep them in mind when you are developing your plan for the changes taking place in the education program at UNI. Simply giving math and science education students more experiences in schools at Cedar Falls and Waterloo will not work; we need a plan that will give us the experience in a classroom setting where the methodologies we are learning are being practiced with real students. If we are to be the change in math and science education we need to see the change being practiced.

Again, I hope you understand that I am not trying to be disrespectful. I understand that you have more facts on the situation than I do and that you are doing what you believe is best. I do hope that you will take my viewpoint into consideration when making these next steps after closing Price Lab because it is the viewpoint of many other Math and Science Teaching majors.

Thank you for taking the time to read this (rather lengthy) email. I truly appreciate it. I hope you have a great week and that you continue to seek guidance from others as you make these upcoming decisions.

Sincerely,

A black rectangular redaction box covering the signature of the sender.

**Subject:** Fwd: A concern from a math teaching major  
**From:** "Dwight C. Watson" <dwright.watson@uni.edu>  
**Date:** 2/28/2012 10:04 AM  
**To:** Mary-Sue Bartlett <mary-sue.bartlett@uni.edu>

Please print

Sent from my iPad

Begin forwarded message:

**From:** [REDACTED]  
**Date:** February 28, 2012 9:52:04 AM CST  
**To:** Dwight Watson <dwright.watson@uni.edu>  
**Subject:** A concern from a math teaching major

Dean Watson,

My name is [REDACTED] and I am a senior Math and Physics Teaching double major here at UNI. I am currently in my level three methods courses in Physics and have completed my methods courses in mathematics. I hope you understand that I am not writing this letter with any disrespect meant toward your position here at UNI or the authority you have. I have complete respect for you and the difficult decisions you have had to make. With that being said I hope you will take the time to listen to an apprehension I have with the changes that are going to be made to the teaching program but more specifically to the Math and Science Teaching program.

We are at a point in time where it is evident that our Math and Science Education at the secondary level need to be changed and improved. The professors at UNI have done a great job teaching me about some of those changes that need to be made, including using more discovery-based learning, inquiry-style labs, and implementing more projects and technologies into the mathematics classroom. However what they can teach me while sitting in their classroom stops there. The real learning of how to implement these tools comes when I am able to see it in action, even if on a small scale. Price Lab School gave me the ability to see the pedagogies I am learning about applied to real students. I have also been sent to several schools in Cedar Falls and Waterloo and while I agree that they have wonderful teachers who care deeply about their students' learning, they are teaching their students the exact same way I was taught in high school. By taking away my opportunity to see the methodologies I am learning here at UNI in practice in a classroom setting you are taking away my ability to be the change agent in the math

department in my future school district. With Price Lab gone there will be a great disconnect between how I am being taught to teach and how I see real teachers teaching. This will create a generation of Math and Science teachers graduating from UNI who will graduate with the knowledge of new methods but no knowledge of how to implement them into a classroom. We will end up with math and science teachers who are teaching exactly how they were taught in high school. This is not how we revolutionize the future of math and science education.

I am not telling you my concerns with the hopes of getting you to change your mind on your decisions about Price Lab School. I am telling you my concerns so that perhaps you can keep them in mind when you are developing your plan for the changes taking place in the education program at UNI. Simply giving math and science education students more experiences in schools at Cedar Falls and Waterloo will not work; we need a plan that will give us the experience in a classroom setting where the methodologies we are learning are being practiced with real students. If we are to be the change in math and science education we need to see the change being practiced.

Again, I hope you understand that I am not trying to be disrespectful. I understand that you have more facts on the situation than I do and that you are doing what you believe is best. I do hope that you will take my viewpoint into consideration when making these next steps after closing Price Lab because it is the viewpoint of many other Math and Science Teaching majors.

Thank you for taking the time to read this (rather lengthy) email. I truly appreciate it. I hope you have a great week and that you continue to seek guidance from others as you make these upcoming decisions.

Sincerely,



**Subject:** RE: Appreciation

**From:** "Dr. Dwight C. Watson" <dwright.watson@uni.edu>

**Date:** 2/28/2012 8:50 PM

**To:** "'Melissa Heston'" <melissa.heston@uni.edu>

This is so very telling. I too appreciate your comments that triggered such a response.

Dr. Dwight C. Watson  
Dean, College of Education  
University of Northern Iowa

---

**From:** Melissa Heston [mailto:melissa.heston@uni.edu]

**Sent:** Tuesday, February 28, 2012 2:32 PM

**To:** Dr. Dwight C. Watson

**Subject:** Fwd: Appreciation

Hi Dwight,

I wanted to share this email. Please note that the manner in which this student says UNI faculty have spoken about Waterloo Schools. This concerns me greatly. I, too, have encountered this negative stereotyping of Waterloo Schools by faculty, and have heard this complaint raised by other students. It may not be that the biggest obstacle to greater collaboration with Waterloo Schools lies with the Waterloo teachers. Rather it may be our own faculty who are poisoning the well. I should not be getting thank you notes for saying something positive about Waterloo Schools.

Melissa

----- Original Message -----

**Subject:** Appreciation

**Date:** Tue, 28 Feb 2012 12:25:28 -0600

**From:** [REDACTED]

**To:** Melissa Heston <melissa.heston@uni.edu>

Dear Professor Heston,

Once again, I would like to show my gratitude for your positive outlook as a professional. It is rare for a person to separate themselves from a personal situation and react in a manor that is conducive to the best interests of the people around them. Your handling of the discussion about the closing of the Price Lab School was respectable and factual. Personal opinions were made known to be opinions and were not influential in my thought process. Questions were encouraged and answered with the utmost respect to UNI, Price Lab, and the people involved.

On another note, I cannot communicate to you how much it meant to me for you to have a simple positive comment about the Waterloo School District. Stereotypes exist because of a misunderstanding of the occasional truth. I have been told my town is a dangerous, impoverished, and unqualified community and I should be embarrassed to live there. I believe I have had a wonderful educational experience. While I attended Waterloo West High School I never once saw a physical fight, although I know they happened on occasion. Professors I have had for the past three years have lectured on the

dangers of inner city teaching, "like in Waterloo," or the problems of dealing with low-income students, "like in Waterloo," and the issue of dealing with gang violence, "like in Waterloo." I am disgusted with the misuse of influence Professors at UNI have to sway potential teachers away from a very large and diverse community that has so many different things to offer. I really appreciate your professionalism. It is rare.

Thank you.



\*If there is anyone I can contact to let them know of how highly I esteem you, please pass this e-mail on or give me their name and e-mail to write myself.

**Subject:** RE: Thank you for your hard work

**From:** "Dr. Dwight C. Watson" <dwright.watson@uni.edu>

**Date:** 2/28/2012 9:23 PM

**To:** [REDACTED]

We have received so many negative comments, I truly appreciate a warm word of support.

Dr. Dwight C. Watson  
Dean, College of Education  
University of Northern Iowa

**From:** [REDACTED]

**Sent:** Monday, February 27, 2012 8:22 PM

**To:** Benjamin Allen; Dwight Watson

**Subject:** Thank you for your hard work

Good Evening,

My name is [REDACTED] and I am an Elementary Education and Middle Level major and I was at the 7 PM meeting you opened up to UNI students. I was a bit embarrassed in the way that some of the students shared their concern with the closing of Price Lab. I appreciated all of your comments though because it continued to show me all of the hard work and concern you have for the University and its students. This is a tough situation that you are in, and no one wants to see a school close. I just wanted to send you a note of appreciation and thanks for your dedication to work to preserve the reputation that UNI has in its teacher education program. I have had an outstanding experience at UNI during my four years and I truly appreciate all that you have both done! My mother attended UNI to receive her education degree and I asked her who her president was and who the dean of education was, and she couldn't tell me! I think that it is admirable that I know who both of you are and that you have made an effort to show yourself in our lives during my years as a third generation UNI student. In the days when you are getting some flack from people I just wanted to let you know that I have faith that any decisions you make will be beneficial for all students present and future.

Thank you for your time,

[REDACTED]

**Subject:** FW: Thank you for your hard work  
**From:** "Dr. Dwight C. Watson" <dwright.watson@uni.edu>  
**Date:** 2/28/2012 9:23 PM  
**To:** "Mary-Sue Bartlett" <Mary-Sue.Bartlett@uni.edu>

Please print

Dr. Dwight C. Watson  
Dean, College of Education  
University of Northern Iowa

**From:** [REDACTED]  
**Sent:** Monday, February 27, 2012 8:22 PM  
**To:** Benjamin Allen; Dwight Watson  
**Subject:** Thank you for your hard work

Good Evening,

My name is [REDACTED] and I am an Elementary Education and Middle Level major and I was at the 7 PM meeting you opened up to UNI students. I was a bit embarrassed in the way that some of the students shared their concern with the closing of Price Lab. I appreciated all of your comments though because it continued to show me all of the hard work and concern you have for the University and its students. This is a tough situation that you are in, and no one wants to see a school close. I just wanted to send you a note of appreciation and thanks for your dedication to work to preserve the reputation that UNI has in its teacher education program. I have had an outstanding experience at UNI during my four years and I truly appreciate all that you have both done! My mother attended UNI to receive her education degree and I asked her who her president was and who the dean of education was, and she couldn't tell me! I think that it is admirable that I know who both of you are and that you have made an effort to show yourself in our lives during my years as a third generation UNI student.

In the days when you are getting some flack from people I just wanted to let you know that I have faith that any decisions you make will be beneficial for all students present and future.

Thank you for your time,  
[REDACTED]



**Subject:** RE: Meeting on closing PLS

**From:** "Dr. Dwight C. Watson" <dwright.watson@uni.edu>

**Date:** 2/28/2012 9:34 PM

**To:** [REDACTED]

[REDACTED] appreciate your support. We will work hard to make sure UNI maintains its exceptional education program.

Dr. Dwight C. Watson  
Dean, College of Education  
University of Northern Iowa

**From:** [REDACTED]

**Sent:** Monday, February 27, 2012 1:50 PM

**To:** Dwight Watson

**Subject:** Meeting on closing PLS

Dear Dr. Watson,

I wanted to thank you for allowing us to speak with you today. I wanted to speak with you directly afterwards about the effects it will have on students, but you had quite a lot of people of there. I wanted to let you know that I know it was probably a hard desion on closing the Malcom Price Labratory School. I transfered from a community college and did my level one's there along with some other feild experiences. I loved it and thought I got great hands on expereince and great information from my mentoring teachers. What the students today didn't understand is, just like with student teaching the mentoring teacher that agrees on allowing you to come into their classroom already has a good idea on what they are getting into.

The issues that were addressed today by the students, I felt that the students can't think outside of thier anger, and how this is going to benefit us in our education. I always felt that Malcom Price Labratory School was so sheltered and your not able to expereince what it will be like out there in the real world. The staff there is great, don't get me wrong. I enjoyed working with my level two teacher. However, I gained more knowledge and expereince when I went outside the Malcom Price Labratory School.

I wish that the students there today would have been able to see outside of the field expereinces and onto how it is going to affect the college of education. I worry and fear for the future of the University of Northern Iowa's college of education, as I'm sure you do too. However, just like everything right now, is having a set back due to budgets. I have a feeling things will get turned back around, and we will have Malcom Price Labratory School back in the future.

I just wanted to let you know that I understand the reasoning for the decision to close Malcom Price Labratory school. I also understand how hard it must have been and how stressful it is right now in dealing with everyone associated with it.

Thank you again for speaking with us today, you certainly didn't have to.

[REDACTED]

**Subject:** FW: Meeting on closing PLS

**From:** "Dr. Dwight C. Watson" <dwright.watson@uni.edu>

**Date:** 2/28/2012 9:34 PM

**To:** "Mary-Sue Bartlett" <Mary-Sue.Bartlett@uni.edu>

Please print

Dr. Dwight C. Watson  
Dean, College of Education  
University of Northern Iowa

**From:** [REDACTED]  
**Sent:** Monday, February 27, 2012 1:50 PM  
**To:** Dwight Watson  
**Subject:** Meeting on closing PLS

Dear Dr. Watson,

I wanted to thank you for allowing us to speak with you today. I wanted to speak with you directly afterwards about the effects it will have on students, but you had quite a lot of people of there. I wanted to let you know that I know it was probably a hard desion on closing the Malcom Price Labratory School. I transfered from a community college and did my level one's there along with some other feild experiences. I loved it and thought I got great hands on expereince and great information from my mentoring teachers. What the students today didn't understand is, just like with student teaching the mentoring teacher that agrees on allowing you to come into their classroom already has a good idea on what they are getting into.

The issues that were addressed today by the students, I felt that the students can't think outside of thier anger, and how this is going to benefit us in our education. I always felt that Malcom Price Labratory School was so sheltered and your not able to expereince what it will be like out there in the real world. The staff there is great, don't get me wrong. I enjoyed working with my level two teacher. However, I gained more knowledge and expereince when I went outside the Malcom Price Labratory School.

I wish that the students there today would have been able to see outside of the field expereinces and onto how it is going to affect the college of education. I worry and fear for the future of the University of Northern Iowa's college of education, as I'm sure you do too. However, just like everything right now, is having a set back due to budgets. I have a feeling things will get turned back around, and we will have Malcom Price Labratory School back in the future.

I just wanted to let you know that I understand the reasoning for the decision to close Malcom Price Labratory school. I also understand how hard it must have been and how stressful it is right now in dealing with everyone associated with it.

Thank you again for speaking with us today, you certainly didn't have to.

[REDACTED]

**Subject:** RE: Closing of Price Lab School

**From:** "Dr. Dwight C. Watson" <dwright.watson@uni.edu>

**Date:** 2/28/2012 9:36 PM

**To:** [REDACTED]

Thank you for your support of the lab school.

Dr. Dwight C. Watson  
Dean, College of Education  
University of Northern Iowa

**From:** [REDACTED]

**Sent:** Monday, February 27, 2012 10:15 AM

**To:** dwright.watson@uni.edu

**Subject:** Closing of Price Lab School

Hello Dean Watson,

My name is [REDACTED] and I am a sophomore at the University of Northern Iowa. I am sure that you have heard of the recent proposal to close the Price Laboratory School. I am writing you in concern to this proposal. As a student in the College of Education, I have had the opportunity to gain a greater knowledge of what it is like to be a teacher. I chose the University of Northern Iowa for the excellence of its education program. Being from North Liberty, I could have easily gone to the University of Iowa or Kirkwood Community College, but the program for education at the University of Northern Iowa is far better than the other two schools previously stated. While here, I have had the opportunity to be in two classrooms, and this was all in two years of being an undergraduate student. Price Lab School is an essential part to the university because it allows the College of Education students to have another field experience. The University of Iowa prides itself on having a great nursing program and having the hospitals and clinics nearby. Iowa State prides itself on agriculture and the facilities they have on their campus to provide the students with their experiences. The University of Northern Iowa currently prides itself on its education program, but without Price Lab, the education program will lose many students! I have enjoyed my time here at the university and have had a number of excellent accomplishments. I have been on the Dean's List every semester of my college career, I am currently the President of my residence hall, I am a member of Alpha Phi Omega (an international service fraternity, based on scouting), Kappa Delta Pi (an international honor society for education majors), Phi Eta Sigma (an honor society for first year students), National Society of Collegiate Scholars, UNI Bowling Team, and many more wonderful organizations. I feel very involved with my major and many things on campus, but losing Price Lab School would make me feel less connected to the university. When I graduate, I want to say "I graduated from the University of Northern Iowa with a degree in Elementary Education and I am a proud panther, and I will fight for them!"

I hope you take into consideration everything I said and think about how the closing of the Price Laboratory School and how it will affect my education among many other students.

Thank you once again,  
[REDACTED]

**Subject:** FW: Closing of Price Lab School

**From:** "Dr. Dwight C. Watson" <dwright.watson@uni.edu>

**Date:** 2/28/2012 9:36 PM

**To:** "Mary-Sue Bartlett" <Mary-Sue.Bartlett@uni.edu>

Please print

Dr. Dwight C. Watson  
Dean, College of Education  
University of Northern Iowa

**From:** [REDACTED]

**Sent:** Monday, February 27, 2012 10:15 AM

**To:** dwright.watson@uni.edu

**Subject:** Closing of Price Lab School

Hello Dean Watson,

My name is [REDACTED] and I am a sophomore at the University of Northern Iowa. I am sure that you have heard of the recent proposal to close the Price Laboratory School. I am writing you in concern to this proposal. As a student in the College of Education, I have had the opportunity to gain a greater knowledge of what it is like to be a teacher. I chose the University of Northern Iowa for the excellence of its education program. Being from North Liberty, I could have easily gone to the University of Iowa or Kirkwood Community College, but the program for education at the University of Northern Iowa is far better than the other two schools previously stated. While here, I have had the opportunity to be in two classrooms, and this was all in two years of being an undergraduate student. Price Lab School is an essential part to the university because it allows the College of Education students to have another field experience. The University of Iowa prides itself on having a great nursing program and having the hospitals and clinics nearby. Iowa State prides itself on agriculture and the facilities they have on their campus to provide the students with their experiences. The University of Northern Iowa currently prides itself on its education program, but without Price Lab, the education program will lose many students! I have enjoyed my time here at the university and have had a number of excellent accomplishments. I have been on the Dean's List every semester of my college career, I am currently the President of my residence hall, I am a member of Alpha Phi Omega (an international service fraternity, based on scouting), Kappa Delta Pi (an international honor society for education majors), Phi Eta Sigma (an honor society for first year students), National Society of Collegiate Scholars, UNI Bowling Team, and many more wonderful organizations. I feel very involved with my major and many things on campus, but losing Price Lab School would make me feel less connected to the university. When I graduate, I want to say "I graduated from the University of Northern Iowa with a degree in Elementary Education and I am a proud panther, and I will fight for them!"

I hope you take into consideration everything I said and think about how the closing of the Price Laboratory School and how it will affect my education among many other students.

Thank you once again,  
[REDACTED]

**Subject:** RE: Interview for Northern Iowan

**From:** "Dr. Dwight C. Watson" <dwright.watson@uni.edu>

**Date:** 3/2/2012 9:50 PM

**To:** [REDACTED]

I will call you this weekend or call me at 651-206-4679 in case I forget.

Dr. Dwight C. Watson

Dean, College of Education

University of Northern Iowa

**From:** [REDACTED]

**Sent:** Wednesday, February 29, 2012 3:43 PM

**To:** Dwight Watson

**Subject:** Interview for Northern Iowan

Hello my name is [REDACTED] and I'm a writer for the Northern Iowan. I was wondering if I could schedule an interview with you sometime before March 7 to learn how UNI education students will now be integrated into other districts since Price Lab is closing? I'd be happy to have an interview with you over the phone or in person. Feel free to contact me at [REDACTED]

Thanks and hope to hear from you soon,  
[REDACTED]

**Subject:** Re: Interview for Northern Iowan  
**From:** [REDACTED]  
**Date:** 3/2/2012 11:03 PM  
**To:** "Dr. Dwight C. Watson" <dwight.watson@uni.edu>

Dr. Watson,

Sounds great, thank you for taking your time to speak with me.

Linh

On Fri, Mar 2, 2012 at 9:50 PM, Dr. Dwight C. Watson <dwight.watson@uni.edu> wrote:

I will call you this weekend or call me at 651-206-4679 in case I forget.

Dr. Dwight C. Watson

Dean, College of Education

University of Northern Iowa

**From:** [REDACTED]  
**Sent:** Wednesday, February 29, 2012 3:43 PM  
**To:** Dwight Watson  
**Subject:** Interview for Northern Iowan

Hello my name [REDACTED] and I'm a writer for the Northern Iowan. I was wondering if I could schedule an interview with you sometime before March 7 to learn how UNI education students will now be integrated into other districts since Price Lab is closing? I'd be happy to have an interview with you over the phone or in person. Feel free to contact me at [REDACTED]

Thanks and hope to hear from you soon,  
[REDACTED]

**Subject:** Re: An Invitation from UNI President Ben Allen  
**From:** "Dwight C. Watson" <dwright.watson@uni.edu>  
**Date:** 3/4/2012 5:57 PM  
**To:** Ben Allen <m1600002@uni.edu>

these ideas are noted.

Sent from my iPad

On Mar 3, 2012, at 9:30 PM, Ben Allen <m1600002@uni.edu> wrote:

thought - all 3 of you would like to see this ..... note - the suggestions in the last paragraph.....to consider for the future --- (transportation / liaison to schools)  
I did not respond to the student. Brenda

----- Original Message -----

**Subject:**Re: An Invitation from UNI President Ben Allen  
**Date:**Wed, 29 Feb 2012 11:54:48 -0600  
**From:** [REDACTED]  
**To:**Ben Allen <m1600002@uni.edu>

President Allen,

I did attend the assembly on Monday evening. I am sorry that I did not stand up and speak. I would have said, "It is so good to see so many passionate people here tonight. I wish that you would take that passion to the source of the problem at hand. You should all take yourselves to the State Capitol in Des Moines and speak to the state government. They are the ones that keep reducing the budget for this University. That is where the problem lies."

I would like to thank you for taking the time to listen to the emotional outpouring that occurred on Monday. I do hope that you take to heart the questions about transportation and the issue of a liaison at the schools to help with TWS. These two items do seem like something that needs to be considered in the days to come.

Good Luck!

[REDACTED]  
non-traditional student  
All Science Teaching

On Fri, Feb 24, 2012 at 12:43 PM, [REDACTED] wrote:

Thank you for clarifying that for me. I will definitely be there.

On Fri, Feb 24, 2012 at 9:22 AM, Ben Allen <m1600002@uni.edu> wrote:  
Note - this meeting is not until Monday - Feb. 27.

On 2/23/2012 4:57 PM, [REDACTED]

I would be really interested in attending this event. But due to the weather and late notice I will be unable to attend. I would have stayed on campus if I had received this notification a little sooner. I received this notification at 4:42 on Feb. 23.

On Thu, Feb 23, 2012 at 4:42 PM, <ben-allen@uni-mail.org> wrote:  
Office of the President - University of Northern Iowa

February 23, 2012

Dear UNI Teacher Education Students,

Dean Dwight Watson and I invite you to join us for a meeting on Monday, February 27, 2012 at the Gallagher Bluedorn Performing Arts Center from 11:00 - 11:45 a.m. or 7:00 - 7:45 p.m. We will provide information regarding UNI's Teacher Education program in the context of the Malcolm Price Laboratory School announcement.

We look forward to seeing you next week.

Sincerely,

Benjamin J. Allen  
President

Office of the President  
20 Seerley Hall  
University of Northern Iowa  
Cedar Falls, IA 50614



fitting of a university president.

Please take into consideration the time and efforts that have gone into the training of these quality teachers from UNI, as well as the current MPLS students and faculty that help these pre-service teachers become highly desirable professionals.

Respectfully,

Sam Kreassig  
MPLS Faculty  
UNI Teacher Ed. Alum '07

**Subject:** Re: media coverage  
**From:** Ben Allen <ben.allen@uni.edu>  
**Date:** 2/22/2012 11:37 PM  
**To:** James O'Connor <james.oconnor@uni.edu>  
**CC:** "Dr. Dwight C. Watson" <dwright.watson@uni.edu>, Gloria Gibson <gloria.gibson@uni.edu>

Jim,

We can discuss the student meeting issue--but it did come up this evening.

Ben

James O'Connor said the following on 2/22/2012 8:28 PM:

Ben,

See Eileen's comments below. Regarding the student meeting, Eileen suggested waiting until Monday or Tuesday. I'll check back with her.

Jim

Begin forwarded message:

**From:** Eileen Wixted <ewixted@wixtedinc.com>  
**Date:** February 22, 2012 7:29:10 PM CST  
**To:** Tamera Hanson <thanson@wixtedinc.com>, "James O'Connor (james.oconnor64@gmail.com)" <james.oconnor64@gmail.com>  
**Subject:** RE: BOR Holding Statement DRAFT

Jim -

I monitored all the news sites. The coverage is as expected and frankly more balanced than I would have anticipated. WC included the announcement but also had good context from the editorial meeting. KWWL did a stand-up that did not say anything and KCRG had a print story only.

Comments on these stories included everything from about time and finally to save the school.

EW

--  
Benjamin J. Allen

President  
University of Northern Iowa  
20 Seerley Hall  
Cedar Falls, Iowa 50614-0705

Phone: 319-273-2566  
For deaf or hard of hearing, use Relay 711  
Fax: 319-273-6494

**Subject:** a quick note of thanks and information  
**From:** Megan Balong <megan.balong@gmail.com>  
**Date:** 2/23/2012 1:54 AM  
**To:** ben.allen@uni.edu  
**CC:** "Dr. Dwight C. Watson" <Dwight.Watson@uni.edu>

I understand that our parents and teachers are passionate. I appreciate that today was difficult for you as well and appreciated that you took questions. I also realize that you are moving forward with your decision. I am hoping that dialogue about our concerns for placements of UNI students will continue to progress and they are forefront in our minds as changes are made.

As conversations about MPLS continue. I hope to provide some context about the work of MPLS faculty and do have a request. I really do think using the \$15,000 per student number is unfair and misrepresents the current work of our faculty. We have more students that we teach each day beyond our k-12 students. I understand the complexities of trying to calculate how much our school costs per pupil but, although \$15,000 is convincing, I don't think it is a fair or an accurate reflection.

Also, I wish I had collective data for you regarding outreach and dissemination for our school, but I don't. Instead I will provide you a glimpse into the MPLS three person math department activities planned or done in January and February 2012 in addition to teaching 3 different preps (4 courses every day), supervision duties, one-on-one mentoring of field experience students and extracurricular activities. By no means am I trying to single out our department. I have easy access to the information and can share as a glimpse of the variety of activities. I have included the work that effects UNI students, the state and the nation.

- Jan. 9 Workshop-Engaging students in the Standards of Math Practice through problem-based learning (60 high school math teachers from AEA 8 multiple times throughout the year)
- Jan. 10 Submitted a short article, *The 7 Habits in the Math Classroom* by Joshua Wilkinson per the request of the Iowa Council of Teachers of Mathematics Journal Committee
- Jan. 14 Presented on Iowa Core to Iowa Teacher Intern License Pathway class
- Jan. 18 Professional Development- Rethinking curriculum in light of the Iowa Core- All Fort Dodge High School math teachers (meeting with all Fort Dodge faculty with Ed Rathmell throughout the year to participate in their math study)
- Jan. 19 Presentation-Integrating technology meaningfully for Northern Iowa Student Education Association
- Feb. 9 Mathematics of Voting Module (part of the Iowa Additions for the Iowa Core) made available for free on the statewide AEA Moodle repository ([resourceiowa.org](http://resourceiowa.org)) for any middle school or high school math teacher and was shared at the Mathematic Statewide Leadership Team as a resource for AEA Math Consultants and math teachers. It is intended for use in a blended classroom and will soon be added to the AEA Statewide Moodle for Professional

### Development.

- Feb. 13 Workshop-Making Sense of Rational Numbers (15 elementary teachers from Greenhills AEA via Skype)
- Feb. 17 Iowa Council of Teachers of Mathematics (three presentations)
- Feb. 20 Article accepted with need for final revisions: "Mathematics Discussions by Design: Creating Opportunities for Purposeful Participation", submitted to ***Journal of Mathematics Teacher Education*** by John Henning, Timothy Mc Keny, Gregory Foley and Megan Balong (This is a peer-reviewed international journal for research in math teacher education. The article was about research done in my 7th grade math classroom)
- Feb. 21 Hosted Bettendorf Superintendent, Associate Superintendent, High School Principal, Middle School Principal, High School Math Teachers and one Middle School math teacher to discuss a more problem-based and inquiry approach to mathematics along with technology integration. All visited classrooms to "see it" in action.
- Feb. 23 Professional Development-Implementing Reform Mathematics for High School Math teachers in Council Bluffs (multiple visits over multiple years)
- Feb. 27 Workshop-Engaging students in the Standards of Math Practice through problem-based learning (60 high school math teachers from AEA 8 multiple times throughout the year)
- Feb. 29 Illustrative Mathematics Project coming to video examples of Standards of Math Practice in action (National Project to illustrate the Common Core. Chair is William McCallum lead writer for Common Core mathematics standards)
- Feb. 29 Presentation-Rethinking classroom practice in light of the Standards of Math Practice (Waverly Middle School)

Megan Balong

Mathematics Teacher

Malcolm Price Laboratory School/Northern University High School

University of Northern Iowa

Twitter: @balongm Skype: megbalong Phone: (319)230-0741

**Subject:** Re: a quick note of thanks and information  
**From:** "Dwight C. Watson" <dwright.watson@uni.edu>  
**Date:** 2/23/2012 7:13 AM  
**To:** Megan Balong <megan.balong@gmail.com>

Thanks for this. We will need your solid thinking as we move forward.

Sent from my iPad

On Feb 23, 2012, at 1:54 AM, Megan Balong <megan.balong@gmail.com> wrote:

I understand that our parents and teachers are passionate. I appreciate that today was difficult for you as well and appreciated that you took questions. I also realize that you are moving forward with your decision. I am hoping that dialogue about our concerns for placements of UNI students will continue to progress and they are forefront in our minds as changes are made.

As conversations about MPLS continue. I hope to provide some context about the work of MPLS faculty and do have a request. I really do think using the \$15,000 per student number is unfair and misrepresents the current work of our faculty. We have more students that we teach each day beyond our k-12 students. I understand the complexities of trying to calculate how much our school costs per pupil but, although \$15,000 is convincing, I don't think it is a fair or an accurate reflection.

Also, I wish I had collective data for you regarding outreach and dissemination for our school, but I don't. Instead I will provide you a glimpse into the MPLS three person math department activities planned or done in January and February 2012 in addition to teaching 3 different preps (4 courses every day), supervision duties, one-on-one mentoring of field experience students and extracurricular activities. By no means am I trying to single out our department. I have easy access to the information and can share as a glimpse of the variety of activities. I have included the work that effects UNI students, the state and the nation.

- Jan. 9 Workshop-Engaging students in the Standards of Math Practice through problem-based learning (60 high school math teachers from AEA 8 multiple times throughout the year)
- Jan. 10 Submitted a short article, *The 7 Habits in the Math Classroom* by Joshua Wilkinson per the request of the Iowa Council of Teachers of Mathematics Journal Committee
- Jan. 14 Presented on Iowa Core to Iowa Teacher Intern License Pathway class
- Jan. 18 Professional Development- Rethinking curriculum in light of the Iowa Core- All Fort Dodge High School math teachers (meeting with all Fort Dodge faculty with Ed

Rathmell throughout the year to participate in their math study)

- Jan. 19 Presentation-Integrating technology meaningfully for Northern Iowa Student Education Association
- Feb. 9 Mathematics of Voting Module (part of the Iowa Additions for the Iowa Core) made available for free on the statewide AEA Moodle repository ([resourceiowa.org](http://resourceiowa.org)) for any middle school or high school math teacher and was shared at the Mathematic Statewide Leadership Team as a resource for AEA Math Consultants and math teachers. It is intended for use in a blended classroom and will soon be added to the AEA Statewide Moodle for Professional Development.
- Feb. 13 Workshop-Making Sense of Rational Numbers (15 elementary teachers from Greenhills AEA via Skype)
- Feb. 17 Iowa Council of Teachers of Mathematics (three presentations)
- Feb. 20 Article accepted with need for final revisions: "Mathematics Discussions by Design: Creating Opportunities for Purposeful Participation", submitted to *Journal of Mathematics Teacher Education* by John Henning, Timothy Mc Keny, Gregory Foley and Megan Balong (This is a peer-reviewed international journal for research in math teacher education. The article was about research done in my 7th grade math classroom)
- Feb. 21 Hosted Bettendorf Superintendent, Associate Superintendent, High School Principal, Middle School Principal, High School Math Teachers and one Middle School math teacher to discuss a more problem-based and inquiry approach to mathematics along with technology integration. All visited classrooms to "see it" in action.
- Feb. 23 Professional Development-Implementing Reform Mathematics for High School Math teachers in Council Bluffs (multiple visits over multiple years)
- Feb. 27 Workshop-Engaging students in the Standards of Math Practice through problem-based learning (60 high school math teachers from AEA 8 multiple times throughout the year)
- Feb. 29 Illustrative Mathematics Project coming to video examples of Standards of Math Practice in action (National Project to illustrate the Common Core. Chair is William McCallum lead writer for Common Core mathematics standards)
- Feb. 29 Presentation-Rethinking classroom practice in light of the Standards of Math Practice (Waverly Middle School)

Megan Balong  
Mathematics Teacher  
Malcolm Price Laboratory School/Northern University High School  
University of Northern Iowa  
Twitter: @balongm Skype: megalong Phone: (319)230-0741

**Subject:** Fwd: a quick note of thanks and information  
**From:** "Dwight C. Watson" <dwright.watson@uni.edu>  
**Date:** 2/23/2012 7:13 AM  
**To:** Mary-Sue Bartlett <mary-sue.bartlett@uni.edu>

Please print

Sent from my iPad

Begin forwarded message:

**From:** Megan Balong <megan.balong@gmail.com>  
**Date:** February 23, 2012 1:54:01 AM CST  
**To:** ben.allen@uni.edu  
**Cc:** "Dr. Dwight C. Watson" <Dwight.Watson@uni.edu>  
**Subject:** a quick note of thanks and information

I understand that our parents and teachers are passionate. I appreciate that today was difficult for you as well and appreciated that you took questions. I also realize that you are moving forward with your decision. I am hoping that dialogue about our concerns for placements of UNI students will continue to progress and they are forefront in our minds as changes are made.

As conversations about MPLS continue. I hope to provide some context about the work of MPLS faculty and do have a request. I really do think using the \$15,000 per student number is unfair and misrepresents the current work of our faculty. We have more students that we teach each day beyond our k-12 students. I understand the complexities of trying to calculate how much our school costs per pupil but, although \$15,000 is convincing, I don't think it is a fair or an accurate reflection.

Also, I wish I had collective data for you regarding outreach and dissemination for our school, but I don't. Instead I will provide you a glimpse into the MPLS three person math department activities planned or done in January and February 2012 in addition to teaching 3 different preps (4 courses every day), supervision duties, one-on-one mentoring of field experience students and extracurricular activities. By no means am I trying to single out our department. I have easy access to the information and can share as a glimpse of the variety of activities. I have included the work that effects UNI students, the state and the nation.

- Jan. 9 Workshop-Engaging students in the Standards of Math Practice through problem-based learning (60 high school math teachers from AEA 8 multiple times



throughout the year)

- Jan. 10 Submitted a short article, *The 7 Habits in the Math Classroom* by Joshua Wilkinson per the request of the Iowa Council of Teachers of Mathematics Journal Committee
- Jan. 14 Presented on Iowa Core to Iowa Teacher Intern License Pathway class
- Jan. 18 Professional Development- Rethinking curriculum in light of the Iowa Core- All Fort Dodge High School math teachers (meeting with all Fort Dodge faculty with Ed Rathmell throughout the year to participate in their math study)
- Jan. 19 Presentation-Integrating technology meaningfully for Northern Iowa Student Education Association
- Feb. 9 Mathematics of Voting Module (part of the Iowa Additions for the Iowa Core) made available for free on the statewide AEA Moodle repository ([resourceiowa.org](http://resourceiowa.org)) for any middle school or high school math teacher and was shared at the Mathematic Statewide Leadership Team as a resource for AEA Math Consultants and math teachers. It is intended for use in a blended classroom and will soon be added to the AEA Statewide Moodle for Professional Development.
- Feb. 13 Workshop-Making Sense of Rational Numbers (15 elementary teachers from Greenhills AEA via Skype)
- Feb. 17 Iowa Council of Teachers of Mathematics (three presentations)
- Feb. 20 Article accepted with need for final revisions: "Mathematics Discussions by Design: Creating Opportunities for Purposeful Participation", submitted to *Journal of Mathematics Teacher Education* by John Henning, Timothy Mc Keny, Gregory Foley and Megan Balong (This is a peer-reviewed international journal for research in math teacher education. The article was about research done in my 7th grade math classroom)
- Feb. 21 Hosted Bettendorf Superintendent, Associate Superintendent, High School Principal, Middle School Principal, High School Math Teachers and one Middle School math teacher to discuss a more problem-based and inquiry approach to mathematics along with technology integration. All visited classrooms to "see it" in action.
- Feb. 23 Professional Development-Implementing Reform Mathematics for High School Math teachers in Council Bluffs (multiple visits over multiple years)
- Feb. 27 Workshop-Engaging students in the Standards of Math Practice through problem-based learning (60 high school math teachers from AEA 8 multiple times throughout the year)
- Feb. 29 Illustrative Mathematics Project coming to video examples of Standards of Math Practice in action (National Project to illustrate the Common Core. Chair is William McCallum lead writer for Common Core mathematics standards)
- Feb. 29 Presentation-Rethinking classroom practice in light of the Standards of Math Practice (Waverly Middle School)

Megan Balong

Mathematics Teacher

Malcolm Price Laboratory School/Northern University High School

University of Northern Iowa

Fwd: a quick note of thanks and information

Twitter: @balongm Skype: megbalong Phone: (319)230-0741

**Subject:** Fwd: price labs  
**From:** "Dwight C. Watson" <dwight.watson@uni.edu>  
**Date:** 2/23/2012 7:15 AM  
**To:** Lyn Countryman <Lyn.countryman@uni.edu>

Lyn do you have these numbers. This is a request from the Register.

Sent from my iPad

Begin forwarded message:

**From:** James O'Connor <james.oconnor@uni.edu>  
**Date:** February 22, 2012 8:38:46 PM CST  
**To:** "Dr. Dwight C. Watson" <dwight.watson@uni.edu>, Gloria Gibson <gloria.gibson@uni.edu>  
**Cc:** JAMES O'Connor <james.oconnor@uni.edu>, STACEY MAR CHRISTENSEN <Stacey.Christensen@uni.edu>  
**Subject:** Fwd: price labs

See request below.


Jim

Begin forwarded message:

**From:** "Krogstad, Jens" <jkrogstad@desmoine.gannett.com>  
**Date:** February 22, 2012 10:21:42 AM CST  
**To:** James O'Connor <james.oconnor@uni.edu>  
**Subject:** RE: price labs

If it's handy, I'm also interested in: ACT/ITBS scores from Price Lab.

Thanks again during this busy time,  
Jens

Jens Manuel Krogstad | *Staff Writer*  
The Des Moines Register | [desmoinesregister.com](mailto:jkrogstad@dmreg.com)  
o.(515) 284-8392 | [jkrogstad@dmreg.com](mailto:jkrogstad@dmreg.com)  
c.(515) 490-8162  
f. (515) 286-2511  
Twitter: 

**From:** Krogstad, Jens  
**Sent:** Wednesday, February 22, 2012 10:07 AM  
**To:** 'James O'Connor'  
**Subject:** price labs


Hi Jim,

Wanted to touch base about this afternoon's announcement on Price Labs.

Would it be possible to get a release right away at 4:15pm? An embargoed release would be ideal given our deadlines, though I know this is a sensitive topic.

It would help to get some basic background information on the school in advance. I'm thinking things like: Numbers on dwindling enrollment, costs to run and maintain the school, the number of teachers and students at the school.

Jens

Jens Manuel Krogstad | *Staff Writer*  
The Des Moines Register | [desmoinesregister.com](http://desmoinesregister.com)  
o.(515) 284-8392 | [jkrogstad@dmreg.com](mailto:jkrogstad@dmreg.com)  
c.(515) 490-8162  
f. (515) 286-2511  
Twitter: 

James O'Connor, APR  
Executive Director  
Office of University Relations  
University of Northern Iowa  
125 East Bartlett  
Cedar Falls, IA 50614-0392  
Office: (319) 273-2761  
Fax: (319) 273-2888  
[james.oconnor@uni.edu](mailto:james.oconnor@uni.edu)  
[www.uni.edu](http://www.uni.edu)

**Subject:** Re: Upcoming Grant Opportunity: Undergraduate International Studies and Foreign Language  
**From:** "Dwight C. Watson" <[dwight.watson@uni.edu](mailto:dwright.watson@uni.edu)>  
**Date:** 2/23/2012 7:18 AM  
**To:** Leigh Martin <[leigh.martin@uni.edu](mailto:leigh.martin@uni.edu)>  
**CC:** Mary-Sue Bartlett <[mary-sue.bartlett@uni.edu](mailto:mary-sue.bartlett@uni.edu)>

Mary Sue, let's get Leigh scheduled.

Sent from my iPad

On Feb 22, 2012, at 6:48 PM, Leigh Martin <[leigh.martin@uni.edu](mailto:leigh.martin@uni.edu)> wrote:

Dear Dean Watson,

As you can imagine, the news of closing PLS has created some uncertainty as an un-tenured, tenure track employee. I have read the email you sent (below) regarding grants as well as the previous email to all faculty about fiscally transforming programs while maintaining quality. I have some creative ideas that I believe would be create cost savings to the university while also increasing enrollment. I had previously thought that these ideas would have to wait until next month when I complete my Ph.D or next year, when I am up for tenure. However, the uncertainty of my future here at UNI has caused me to think that perhaps these ideas should be shared sooner than later. Do you have time to meet in the near future?

Thank you,  
Leigh

On Wed, Feb 22, 2012 at 1:51 AM, Dwight C. Watson <[dwight.watson@uni.edu](mailto:dwright.watson@uni.edu)> wrote:

I hope some of you cluster together to pursue these funds. I recently attended a session on global competency at a national meeting. I have many notes I can share that I think my aid conceptual development as you all ponder this grant.p

Sent from my iPad

On Feb 21, 2012, at 9:52 AM, Hillery Oberle <[hillery.oberle@uni.edu](mailto:hillery.oberle@uni.edu)> wrote:

*Please share as appropriate -*

Group,

I'm writing to let you know of an upcoming international studies and foreign language grant opportunity that may benefit one or many of your respective areas

-- the **US. Dept of Ed Undergraduate International Studies and Foreign Language Program.**

This program provides funds to plan, develop, and carry out programs to strengthen and improve undergraduate instruction in international studies and foreign languages.

The grant program should be announced shortly with a due date forecast in late March to late April.

See:

<http://www2.ed.gov/programs/iegpsugisf/index.html>

<http://www2.ed.gov/programs/iegpsugisf/applicant.html>

Here's summary of the types of projects this grant could fund:

Each program assisted with federal funds must enhance primarily the international academic program of the institution. Eligible activities may include but are not limited to:

- Development of a global or international studies program that is interdisciplinary in design;
- Development of a program that focuses on issues or topics, such as international business or international health;
- Development of an area studies program and programs in corresponding foreign languages;
- Creation of innovative curricula that combine the teaching of international studies with professional and preprofessional studies, such as engineering;
- Research for and development of specialized teaching materials, including language instruction, i.e., business French;
- Establishment of internship opportunities for faculty and students in domestic and overseas settings; and
- Development of study abroad programs.

I'd be happy to visit with you or others who are interested in this opportunity. If there is collaborative interest as well, let me know and I will pull a group together.

Regards,  
Hillary

--

Hillery Oberle

**Pre-Award Administrator**  
Office of Sponsored Programs  
University of Northern Iowa  
213 East Bartlett Hall  
Cedar Falls, IA 50614-0394

[www.uni.edu/osp](http://www.uni.edu/osp)

E-mail: [hillery.oberle@uni.edu](mailto:hillery.oberle@uni.edu)

Telephone: 319-273-3961

For deaf or hard of hearing, use Relay 711

Fax: 319-273-2634

--

Leigh Martin  
University of Northern Iowa  
Office of Student Field Experiences  
SEC 509 International & Out-of-State Student Teaching  
Cedar Falls, IA, 50614-0617 U.S.A.  
Tel: (001)-319-273-3393  
Fax:(001)-319-273-7298

Web: <http://www.uni.edu/coe/departments/office-student-field-experiences/student-teaching-centers/international/out-state-center>

Twitter: @overseaswannabe

Skype: Leighm0723

**Subject:** Re: MPLS

**From:** "Dwight C. Watson" <dwight.watson@uni.edu>

**Date:** 2/23/2012 7:34 AM

**To:** Bill Callahan <bill.callahan@uni.edu>

Thank you. Talked to the Provost about your letter and I need to talk to you soon. Can you see if you can get on my schedule. We need to decide on some sort of summer work for you.

Sent from my iPad

On Feb 22, 2012, at 7:05 PM, Bill Callahan <[bill.callahan@uni.edu](mailto:bill.callahan@uni.edu)> wrote:

Hi Dwight,

Well, I heard all about MPLS and I'm sure you know I understand. I wish you well on this and if there is anything I can do to help you let me know.

Take care, Bill

William Callahan



**Subject:** Aricia Beckman

**From:** Frank Kohler <frank.kohler@uni.edu>

**Date:** 2/22/2012 9:34 PM

**To:** Dwight Watson <dwright.watson@uni.edu>

Hello Dean Watson. Aricia Beckman has served as Coordinator of the Strategist Network Project since 2007. This project is currently in Year 01 of a three year funding period, but our dept has operated the grant since the mid 1990s and we fully expect to continue for as long as the state funds this project. Prior to 2007, Aricia worked as a special education teacher at PLS and her formal assignment is still with the Lab school (even though she is funded by the network grant which our dept has). I would like to reassign Aricia to our dept -- How do I go about making this assignment?

**Subject:** Thank you for your support  
**From:** Megan Balong <megan.balong@gmail.com>  
**Date:** 2/22/2012 9:46 PM  
**To:** "Dr. Dwight C. Watson" <Dwight.Watson@uni.edu>

Thank you for your support and advocacy of Price Lab School. I (we) appreciate it immensely.

Megan Balong  
Mathematics Teacher  
Malcolm Price Laboratory School/Northern University High School  
University of Northern Iowa  
Twitter: @balongm Skype: megbalong Phone: (319)230-0741

**Subject:** Re: Aricia Beckman  
**From:** "Dwight C. Watson" <dwight.watson@uni.edu>  
**Date:** 2/23/2012 7:37 AM  
**To:** Frank Kohler <frank.kohler@uni.edu>  
**CC:** Virginia Arthur <virginia.arthur@uni.edu>

Ginny, how do we follow through on Frank's request?

Sent from my iPad

On Feb 22, 2012, at 9:34 PM, Frank Kohler <[frank.kohler@uni.edu](mailto:frank.kohler@uni.edu)> wrote:

Hello Dean Watson. Aricia Beckman has served as Coordinator of the Strategist Network Project since 2007. This project is currently in Year 01 of a three year funding period, but our dept has operated the grant since the mid 1990s and we fully expect to continue for as long as the state funds this project. Prior to 2007, Aricia worked as a special education teacher at PLS and her formal assignment is still with the Lab school (even though she is funded by the network grant which our dept has). I would like to reassign Aricia to our dept -- How do I go about making this assignment?

**Subject:** Re: Aricia Beckman  
**From:** Virginia Arthur <virginia.arthur@uni.edu>  
**Date:** 2/23/2012 7:39 AM  
**To:** "Dwight C. Watson" <dwight.watson@uni.edu>  
**CC:** Frank Kohler <frank.kohler@uni.edu>

Dwight and Frank,

I need to look at everything comprehensively before giving an answer on a specific situation. I will note this to be considered as part of the plan.

Ginny

Dwight C. Watson said the following on 2/23/2012 7:37 AM:

Ginny, how do we follow through on Frank's request?

Sent from my iPad

On Feb 22, 2012, at 9:34 PM, Frank Kohler<[frank.kohler@uni.edu](mailto:frank.kohler@uni.edu)> wrote:

Hello Dean Watson. Aricia Beckman has served as Coordinator of the Strategist Network Project since 2007. This project is currently in Year 01 of a three year funding period, but our dept has operated the grant since the mid 1990s and we fully expect to continue for as long as the state funds this project. Prior to 2007, Aricia worked as a special education teacher at PLS and her formal assignment is still with the Lab school (even though she is funded by the network grant which our dept has). I would like to reassign Aricia to our dept -- How do I go about making this assignment?

Virginia Arthur <[virginia.arthur@uni.edu](mailto:virginia.arthur@uni.edu)>

Associate Provost for Faculty Affairs

Office of the Executive Vice President and Provost

University of Northern Iowa

**Subject:** Re: Price Lab questions  
**From:** "Dwight C. Watson" <dwight.watson@uni.edu>  
**Date:** 2/23/2012 7:45 AM  
**To:** Stacey Christensen <stacey.christensen@uni.edu>  
**CC:** Lyn Countryman <Lyn.countryman@uni.edu>

Lyn these are my numbers, can you confirm

Budget 5.1 million  
Students 366  
Teachers 37  
Sent from my iPad

On Feb 22, 2012, at 4:06 PM, Stacey Christensen <[stacey.christensen@uni.edu](mailto:stacey.christensen@uni.edu)> wrote:

Can you get this info to him ASAP?

Stacey Christensen  
University of Northern Iowa  
Public Relations Manager  
[stacey.christensen@uni.edu](mailto:stacey.christensen@uni.edu)  
319-273-6728  
[www.uni.edu/newsroom](http://www.uni.edu/newsroom)

Begin forwarded message:

**From:** "Krogstad, Jens" <[jkrogstad@desmoine.gannett.com](mailto:jkrogstad@desmoine.gannett.com)>  
**Date:** February 22, 2012 3:51:27 PM CST  
**To:** Stacey Christensen <[stacey.christensen@uni.edu](mailto:stacey.christensen@uni.edu)>  
**Subject:** RE: Price Lab questions

Thanks, Stacey. At minimum, I would just need # of teachers, # of students and this year's budget.

Jens Manuel Krogstad | *Staff Writer*  
The Des Moines Register | [desmoinesregister.com](http://desmoinesregister.com)  
o.(515) 284-8392 | [jkrogstad@dmreg.com](mailto:jkrogstad@dmreg.com)  
c.(515) 490-8162  
f. (515) 286-2511  
Twitter: <[image001.png](#)>

---

**From:** Stacey Christensen [<mailto:stacey.christensen@uni.edu>]  
**Sent:** Wednesday, February 22, 2012 3:44 PM

**To:** Krogstad, Jens  
**Cc:** Stacey Christensen; James O'Connor  
**Subject:** Re: Price Lab questions

Jens, sorry for the delay, Dwight Watson is the person you need to speak with and he's been in meetings. I have a message into him to see how quickly I can get you this information, but he will be tied up most of the afternoon and evening now in meetings at MPLS.

**Stacey Christensen**  
University of Northern Iowa  
Public Relations Manager  
[stacey.christensen@uni.edu](mailto:stacey.christensen@uni.edu)  
319-273-6728  
[www.uni.edu/newsroom](http://www.uni.edu/newsroom)

On Feb 22, 2012, at 3:04 PM, Krogstad, Jens wrote:

Hi Stacey,

I made the following request to Jim this morning, but I suspect he's been crunched for time because of Price Lab-related stuff.

I'll be writing today on a very tight deadline about the announcement, so I'd like to get in advance some basic background information like:

Numbers on dwindling enrollment, costs to run and maintain the school, the number of teachers and students at the school and average ACT/ITBS scores of students.

Whatever is immediately available is fine for now.

Thanks,  
Jens

Jens Manuel Krogstad | *Staff Writer*  
The Des Moines Register | [desmoinesregister.com](http://desmoinesregister.com)  
o.(515) 284-8392 | [jkrogstad@dmreg.com](mailto:jkrogstad@dmreg.com)  
c.(515) 490-8162  
f. (515) 286-2511  
Twitter: [<image001.png>](#)

**Subject:** Re: STEM support?

**From:** "Dwight C. Watson" <dwight.watson@uni.edu>

**Date:** 2/23/2012 7:47 AM

**To:** jeffrey weld <jeff.weld@uni.edu>

Jeff if Keri could craft something, I will sign. I am swamped with the closing of PLS at this time. I am very much in support of this initiative. I will embellish, but I need a start.

Sent from my iPad

On Feb 22, 2012, at 5:55 PM, jeffrey weld <[jeff.weld@uni.edu](mailto:jeff.weld@uni.edu)> wrote:

Dear Dean Watson ---

To support the evaluation/assessment of our Governor's STEM Advisory Council we are submitting an MSP-RETA proposal to NSF for a three-year, \$1.2M grant (summary below). Lead partners are UNI's Center for Social and Behavioral research, ISU's Research Institute for Studies in Education (RISE), and UI's Center for Evaluation and Assessment (Don Yarbrough). All are co-PIs with the Ia. Math & Sci. Partnership as PI.

One of the features of the proposal is to support graduate student thesis/dissertation research on the STEM initiative. Would you be willing to provide a letter of commitment to promote the opportunity to pertinent graduate students and their advisors at UNI? I humbly offer a template below.

Thanks very much. Feb. 29 would be the "due date" (and being leap year - it's a throwaway day anyway right?!)

Jeff

\*\*\*\*\*letter template\*\*\*\*\*

NSF - Math-Science Partnership  
Research, Evaluation, and Technical Assistance  
State STEM focus

The University of Northern Iowa College of Education is pleased to provide this letter of commitment to the proposed project, "Navigating the Iowa STEM Roadmap – Design and Analysis of a Statewide STEM Initiative". The College, as well as our entire university, is a critical partner in the work of the Governor's STEM Advisory Council, and proudly commits to supporting the vital work of assessing and evaluating this comprehensive, systemic reform effort. Our distinguished record of achievement in educational leadership

brings some of the university's strongest assets to bear. The opportunity to contribute to the design, assessment and evaluation of the Governor's STEM initiative is a golden one for our masters and doctoral level thesis and dissertation authors. I commit to promoting this opportunity to eligible graduate students of relevant fields as well to their advisors.

Dean

\*\*\*\*\*PROJECT SUMMARY \*\*\*\*\*

We propose Navigating the Iowa STEM Roadmap: Design and Analysis of a Statewide STEM Initiative. The lead institution for this project is the Iowa Mathematics & Science Education Partnership housed at the University of Northern Iowa. Lead partners are the Center for Social and Behavioral Research at the University of Northern Iowa, the Center for Evaluation and Assessment at the University of Iowa, and the Research Institute for Studies in Education at Iowa State University. Supporting partners include the Office of the Governor, State of Iowa, the Iowa Department of Education, IKZ Advisors of Massachusetts, and the Deans of colleges of education at the University of Iowa, Iowa State University, and the University of Northern Iowa. Other supporting partners include the Iowa Association of Business and Industry, and national STEM organizations [to be determined].

Iowa is situated at the threshold of a statewide STEM reform initiative, making us well-suited to be the laboratory rat for other statewide STEM initiatives. Our progress will likely be of most interest to other geographically large, chiefly rural, and rapidly diversifying states. We recently built a foundation of support across our public/private /policy sectors through the development of a rallying document titled the Iowa STEM Roadmap ([www.iowaSTEM.org](http://www.iowaSTEM.org)). This "call to arms" is to credit for the Governor's creation of a STEM Advisory Council in September, 2011. Operations and programming of the Council have been assigned to a four-year old inter-university STEM collaborative called the Iowa Math & Science Education Partnership. We are just beginning to identify and coordinate our infrastructure/resources— both organizations and people— that can be mobilized within Iowa to achieve the Council's goals. Simultaneously we are setting out to catalog extant data to support the identification of specific and targeted needs within our state to advance K-12 STEM education.

The focal area for our project is needs assessment, identification and coordination of Iowa's STEM assets, and creation of an all-encompassing plan for K-12 STEM education reform. Our proposal is for \$1,200,000 for 2012-2014 (\$400,000 per year), to be strongly leveraged by the Governor's FY 2013 budget proposal of \$4.7 million for the infrastructure and programming necessary to achieve the Council's goals. (The request is currently working its way through the legislature.) R.E.T.A. funds are sought to support



these activities: Benchmarks and metrics establishment and monitoring, data acquisition and analysis, infrastructure and resources inventory, landscape assessment of the state's STEM strengths and weaknesses, database creation and maintenance, attitudes and awareness mapping among citizens, quantitative and qualitative evaluation materials development and execution, equipment, travel, and dissemination. An external feedback committee of STEM education leaders from other states will advise and guide our progress.

The goal of this project is to build a model statewide STEM education reform program.

**Intellectual Merit:** State and regional STEM initiatives are beginning to form across the USA. The Iowa research team's discoveries will inform state and regional STEM leaders, increasing the likelihood of success. The solutions discovered through this work will be framed for transportability not only geographically, but disciplinarily, meaning what works for State STEM will also work for State health, transportation, immigration, recreation, and other systemic policy challenges.

**Broader Impacts:** A "poster child" state for what ails STEM, Iowa suffers declining student interest and performance while our economic sector strongly favors STEM. Our rapidly diversifying citizenry (93% of our population growth since 2000 has been attributable to gains in Hispanic, Black, and Asian subpopulations) and our shrinking rural communities present a classic opportunity to learn widely applicable lessons about building an inclusive, robust and interconnected state STEM structure.

--

--

<e-cardemallarge.jpg>

**Subject:** Re: Closing of Price Lab

**From:** "Dwight C. Watson" <dwight.watson@uni.edu>

**Date:** 2/23/2012 7:56 AM

**To:** Linda Welsh Echelmeyer <linda.echelmeyer@gmail.com>

Thank you for this support.

Sent from my iPad

On Feb 22, 2012, at 9:18 PM, Linda Welsh Echelmeyer <linda.echelmeyer@gmail.com> wrote:

A few years ago while living in Waterloo, the closing of Price Lab due to budget constraints was in the news. Due to the impact of the students and public opinions, dollars were found to keep the school open. It is proved to be a subject now being revisited in 2012. But this time, my daughter is a graduate assistant in training to become a science teacher.

After graduating from U of Iowa with a degree in secondary science, where else would she attend other than UNI to gain her teaching certificate? It is the premier "teacher college". When 98% of all UNI teaching graduates stay in Iowa to contribute to communities and tax base, why would the one school which is the partner to the education program be closed?

I have reviewed my daughter's observation papers and know how she views Malcom Price Lab. Her observation experiences have been in depth and priceless due to it's staff. The quality of Price Lab teachers who have a vested interest in molding the next generation of teachers is priceless. This is an on-the job training program like no other. It should be when young children's future are being formed.

In addition, it is close to campus so that she doesn't have to have an added expense of travel and further time investment. The location is ideal for students to walk or bike to Price Lab for their observation hours.

Built in 1914, the building may need renovating but certainly keeping it as a historical landmark of the neighborhood and campus is invaluable. Should we not have homage to where we have come not just to the future design of a university campus? As I recall a McCloud athletic center has been built since the last time Malcom Price Lab was on the chopping block. If UNI can find the dollars to invest in athletics then the educational program and Price Lab should also be infused with tax dollars.

Respectfully I ask that you keep Malcom Price Lab open for the training and betterment of future teachers in Iowa!

Linda Echelmeyer  
Norwalk, Ia

**Subject:** Fwd: Closing of Price Lab  
**From:** "Dwight C. Watson" <dwight.watson@uni.edu>  
**Date:** 2/23/2012 7:57 AM  
**To:** Mary-Sue Bartlett <mary-sue.bartlett@uni.edu>

Please print

Sent from my iPad

Begin forwarded message:

**From:** Linda Welsh Echelmeyer <linda.echelmeyer@gmail.com>  
**Date:** February 22, 2012 9:18:04 PM CST  
**To:** [ben.allen@uni.edu](mailto:ben.allen@uni.edu), [dwight.watson@uni.edu](mailto:dwight.watson@uni.edu), [mbruns@iastate.edu](mailto:mbruns@iastate.edu),  
[herman.quirmbach@legis.iowa.gov](mailto:herman.quirmbach@legis.iowa.gov), [brian.schoenjahn@legis.iowa.gov](mailto:brian.schoenjahn@legis.iowa.gov),  
[shawn.hamerlinck@legis.iowa.gov](mailto:shawn.hamerlinck@legis.iowa.gov), [greg.forristall@legis.state.ia.us](mailto:greg.forristall@legis.state.ia.us),  
[Jeremy.Taylor@legis.state.ia.us](mailto:Jeremy.Taylor@legis.state.ia.us), [sharon.steckman@legis.state.ia.us](mailto:sharon.steckman@legis.state.ia.us),  
[cindy.winckler@legis.state.ia.us](mailto:cindy.winckler@legis.state.ia.us)  
**Subject:** Closing of Price Lab

A few years ago while living in Waterloo, the closing of Price Lab due to budget constraints was in the news. Due to the impact of the students and public opinions, dollars were found to keep the school open. It is proved to be a subject now being revisited in 2012. But this time, my daughter is a graduate assistant in training to become a science teacher.

After graduating from U of Iowa with a degree in secondary science, where else would she attend other than UNI to gain her teaching certificate? It is the premier "teacher college". When 98% of all UNI teaching graduates stay in Iowa to contribute to communities and tax base, why would the one school which is the partner to the education program be closed? .

I have reviewed my daughter's observation papers and know how she views Malcom Price Lab. Her observation experiences have been in depth and priceless due to it's staff. The quality of Price Lab teachers who have a vested interest in molding the next generation of teachers is priceless. This is an on-the job training program like no other. It should be when young children's future are bring formed.

In addition, it is close to campus so that she doesn't have to have an added expense of travel and further time investment. The location is ideal for students to walk or bike to Price Lab for their observation hours.

Built in 1914, the building may need renovating but certainly keeping it as a historical landmark of the neighborhood and campus is invaluable. Should we not have homage to where we have come not just to the future design of a university campus? As I recall a McCloud athletic center has been built since the last time Malcom Price Lab was on the chopping block. If UNI can find the dollars to invest in athletics then the educational program and Price Lab should also be infused with tax dollars.

Respectfully I ask that you keep Malcom Price Lab open for the training and betterment of future teachers in Iowa!

Linda Echelmeyer  
Norwalk, Ia

**Subject:** Re: Malcolm Price Lab School - Iowa's Research and Development School  
**From:** "Dwight C. Watson" <dwight.watson@uni.edu>  
**Date:** 2/23/2012 7:59 AM  
**To:** Sam Kreassig <skreassig@gmail.com>

Sam, this will be a very difficult task to reconfigure Level 2 clinical. I appreciate your observations.

Sent from my iPad

On Feb 22, 2012, at 10:04 PM, Sam Kreassig <skreassig@gmail.com> wrote:

To whom it may concern:

University of Northern Iowa (UNI) President Ben Allen spoke to the Malcolm Price Lab School (MPLS) Faculty this afternoon and discussed his decision to close the Lab School. In his brief presentation President Allen said that this was due to a financial shortfall due to the budget cuts. President Allen stated that even though his recommendation was for the Lab School to be closed, he continued to say that UNI would continue to work towards the future and become a premiere institution in teacher education.

In regards to this statement, MPLS houses some Level I, almost all Level II, and significant Level III field experiences totaling over 20,000+ hours of student contact time for these college teaching majors. President Allen's only solution to finding a replacement for this time was to ask superintendents if they were open to this idea. He would provide no names of districts or people that he talked to in reaching this decision. President Allen also did not ask anyone, faculty or students, within the Teacher Education program about the impact of this possibly closure. Allen did mention that he talked to "individuals" on campus, but would not provide any names of people that gave him guidance in this decision. How is this lack of leadership and collaboration by the President throughout the university a step forward?

President Allen's recommendation to close the lab school is very short-sighted with little thought about the impact it will have on the Level II students as well as the entire Teacher Education program at UNI. Now UNI will be just another school, like Iowa or Iowa State, that does not provide any special experience for teaching majors.

Malcolm Price Laboratory School has transformed into Iowa's Research and Development School and is meeting the Strategic Plan.  
Quoted from the Strategic Plan for Iowa's Research and Development School:

"• Voice: Ensure that every stakeholder has a voice in what, when, and how they learn."

I believe that because of President Allen's lack of transparency regarding this decision he has violated this part of the strategic plan, along with crossing many moral boundaries that are not fitting of a university president.

Please take into consideration the time and efforts that have gone into the training of these quality teachers from UNI, as well as the current MPLS students and faculty that help these pre-service teachers become highly desirable

professionals.

Respectfully,

Sam Kreassig  
MPLS Faculty  
UNI Teacher Ed. Alum '07

**Subject:** Fwd: Malcolm Price Lab School - Iowa's Research and Development School  
**From:** "Dwight C. Watson" <dwight.watson@uni.edu>  
**Date:** 2/23/2012 7:59 AM  
**To:** Mary-Sue Bartlett <mary-sue.bartlett@uni.edu>

Please print

Sent from my iPad

Begin forwarded message:

**From:** Sam Kreassig <skreassig@gmail.com>  
**Date:** February 22, 2012 10:04:41 PM CST  
**To:** [dwight.watson@uni.edu](mailto:dwight.watson@uni.edu), [mbruns@iastate.edu](mailto:mbruns@iastate.edu), [herman.quirmbach@legis.iowa.gov](mailto:herman.quirmbach@legis.iowa.gov),  
[brian.schoenjahn@legis.iowa.gov](mailto:brian.schoenjahn@legis.iowa.gov), [shawn.hamerlinck@legis.iowa.gov](mailto:shawn.hamerlinck@legis.iowa.gov),  
[reg.forristall@legis.state.ia.us](mailto:reg.forristall@legis.state.ia.us), [Jeremy.Taylor@legis.state.ia.us](mailto:Jeremy.Taylor@legis.state.ia.us),  
[sharon.steckman@legis.state.ia.us](mailto:sharon.steckman@legis.state.ia.us), [cindy.winckler@legis.state.ia.us](mailto:cindy.winckler@legis.state.ia.us),  
[jeff.danielson@legis.state.ia.us](mailto:jeff.danielson@legis.state.ia.us)  
**Subject:** Malcolm Price Lab School - Iowa's Research and Development School

To whom it may concern:

University of Northern Iowa (UNI) President Ben Allen spoke to the Malcolm Price Lab School (MPLS) Faculty this afternoon and discussed his decision to close the Lab School.

In his brief presentation President Allen said that this was due to a financial shortfall due to the budget cuts. President Allen stated that even though his recommendation was for the Lab School to be closed, he continued to say that UNI would continue to work towards the future and become a premiere institution in teacher education.

In regards to this statement, MPLS houses some Level I, almost all Level II, and significant Level III field experiences totaling over 20,000+ hours of student contact time for these college teaching majors. President Allen's only solution to finding a replacement for this time was to ask superintendents if they were open to this idea. He would provide no names of districts or people that he talked to in reaching this decision. President Allen also did not ask anyone, faculty or students, within the Teacher Education program about the impact of this possibly closure. Allen did mention that he talked to "individuals" on campus, but would not provide any names of people that gave him guidance in this decision. How is this lack of leadership and collaboration by the President throughout the university a step forward?

President Allen's recommendation to close the lab school is very short-sighted with little thought about the impact it will have on the Level II students as well as the entire Teacher Education program at UNI. Now UNI will be just another school, like Iowa or Iowa State, that does not provide any special experience for teaching majors.

Malcolm Price Laboratory School has transformed into Iowa's Research and Development School and is meeting the Strategic Plan.

Quoted from the Strategic Plan for Iowa's Research and Development School:

"• Voice: Ensure that every stakeholder has a voice in what, when, and how they learn."

I believe that because of President Allen's lack of transparency regarding this decision he has violated this part of the strategic plan, along with crossing many moral boundaries that are not fitting of a university president.

Please take into consideration the time and efforts that have gone into the training of these quality teachers from UNI, as well as the current MPLS students and faculty that help these pre-service teachers become highly desirable professionals.

Respectfully,

Sam Kreassig  
MPLS Faculty  
UNI Teacher Ed. Alum '07



**Subject:** Re: Aricia Beckman  
**From:** "Dwight C. Watson" <dwight.watson@uni.edu>  
**Date:** 2/23/2012 8:00 AM  
**To:** Virginia Arthur <virginia.arthur@uni.edu>  
**CC:** Frank Kohler <frank.kohler@uni.edu>

I agree.

Sent from my iPad

On Feb 23, 2012, at 7:39 AM, Virginia Arthur <[virginia.arthur@uni.edu](mailto:virginia.arthur@uni.edu)> wrote:

Dwight and Frank,

I need to look at everything comprehensively before giving an answer on a specific situation. I will note this to be considered as part of the plan.

Ginny

Dwight C. Watson said the following on 2/23/2012 7:37 AM:

Ginny, how do we follow through on Frank's request?

Sent from my iPad

On Feb 22, 2012, at 9:34 PM, Frank Kohler<[frank.kohler@uni.edu](mailto:frank.kohler@uni.edu)> wrote:

Hello Dean Watson. Aricia Beckman has served as Coordinator of the Strategist Network Project since 2007. This project is currently in Year 01 of a three year funding period, but our dept has operated the grant since the mid 1990s and we fully expect to continue for as long as the state funds this project. Prior to 2007, Aricia worked as a special education teacher at PLS and her formal assignment is still with the Lab school (even though she is funded by the network grant which our dept has). I would like to reassign Aricia to our dept -- How do I go about making this assignment?

<[virginia\\_arthur.vcf](mailto:virginia_arthur.vcf)>

**Subject:** Re: Telephone Request about COE and MPLS  
**From:** "Dwight C. Watson" <dwright.watson@uni.edu>  
**Date:** 2/23/2012 8:03 AM  
**To:** Mary-Sue Bartlett <mary-sue.bartlett@uni.edu>  
**CC:** Virginia Arthur <virginia.arthur@uni.edu>

Ginny, what is the response on this. She we ask Theresa to make an open request. She was at the meeting last night and she keep making numerical allegations.

Sent from my iPad

On Feb 22, 2012, at 3:52 PM, Mary-Sue Bartlett <mary-sue.bartlett@uni.edu> wrote:

should we call and tell her that we will not provide this information???

On 2/22/2012 3:46 PM, Dwight C. Watson wrote:

We should not provide this information

Sent from my iPad

On Feb 22, 2012, at 3:38 PM, Alisa Weeks<alisa.weeks@uni.edu> wrote:

Dwight and Ginny,

Please see Mary-Sue's original email below. Theresa Butler is calling about info related to COE and MPLS.

Mary-Sue,

I think you should check with with Ginny and Dwight before calling Theresa Butler back. This is public information (Theresa could even check the roster herself online) but there may be underlying issues we don't understand. So Ginny and Dwight should decide how to respond.

If you got the numbers from the spring roster, they should be correct. But there are always different ways to count . . . should we include the department head and the dean in the curriculum and instruction tenured faculty count or leave them out? So again Ginny and Dwight should way in on this.

Hope it works out well.

Alisa

On 2/22/2012 3:28 PM, Mary-Sue Bartlett wrote:

i have no idea who theresa butler is.....the phone book shows her living at 1403 laurel circle which i believe is in the MPLS district.....i did not ask WHY she wanted the information.

On 2/22/2012 3:24 PM, Alisa Weeks wrote:

Who is Theresa and why was she asking?

Alisa Weeks

Secretary  
Office of the Executive Vice President and Provost  
University of Northern Iowa  
Mail Code 0707  
319-273-2519  
For deaf or hard of hearing, use Relay 711.

On 2/22/2012 2:47 PM, Mary-Sue Bartlett wrote:

I had a telephone request this afternoon from Theresa Butler (319.277.6175) requesting to know the number of tenured and tenure-track faculty within the College of Education. I checked the Spring Roster and got the following numbers. I just want to confirm: 1] that it is okay to give out this information; and 2] that the numbers are accurate. Thanks!

Curriculum& Instruction  
Tenured faculty: 30  
Tenure track faculty: 5

Educational Leadership& Postsecondary Education  
Tenured faculty: 7  
Tenure track faculty: 2

Educational Psychology& Foundations  
Tenured faculty: 13  
Tenure track faculty: 4

School of HPELS  
Tenured faculty: 25  
Tenure track faculty: 10

Special Education  
Tenured faculty: 7  
Tenure track faculty: 4

Teaching/OSFE  
Tenured faculty: 10  
Tenure track faculty: 3

Teaching/MPLS  
Tenured faculty: 21  
Tenure track faculty: 10

~msb~

**Subject:** Re: another challenge

**From:** "Dwight C. Watson" <dwight.watson@uni.edu>

**Date:** 3/2/2012 8:34 AM

**To:** Nadene Davidson <nadene.davidson@uni.edu>

**CC:** Becky Hawbaker <becky.hawbaker@uni.edu>, "Melissa L. Heston"

<Melissa.Heston@uni.edu>, Cherin Lee <Cherin.Lee@UNI.edu>, "Dianna.Briggs@uni.edu"

<Dianna.Briggs@uni.edu>

Thank you all for sorting through these issues. I want you all to have a good understanding of the immediate needs and a plan for next year before widening the circle too much. I want you to pitch the dream, but focus on the immediate first. Gary and David need to be informed about numbers and they need to assist in pin pointing the persons they want to assist us, but I too feel you may need a few more small group internal meetings. you could also have two meetings in which you all could be the steering committee that leads a larger committee initiative. you also can do lots of work in a consultative way and then bring this information back to the table.

Sent from my iPad

On Mar 2, 2012, at 7:51 AM, Nadene Davidson <[nadene.davidson@uni.edu](mailto:nadene.davidson@uni.edu)> wrote:

Becky,

I'm so sorry to hear of the new challenge you are facing. [REDACTED]

In a follow up from our meeting.....I'm confident that Melissa and Cherin will get a meeting scheduled next week. I would agree that we need to expand our group but feel we need at least one more meeting with UNI folks before expanding with colleagues from off-campus. We talked about someone from EPF and it also makes sense to include someone from MPLS.

As we talked yesterday we would like to send all of the numbers to Wloo/CF as a package. Please send your L1/L2 data to Dianna and myself and we will seek out the L3 projections and send the info.

Please take care of yourself, my prayers are with you,  
Nadene

Becky Hawbaker wrote:

Thank you to Dwight for calling us together today to begin to create solutions and plans for field experiences for the reality of a fall semester without Price Lab. We talked about the need for weekly meetings, but I don't think we set up a regular day/time and I am wondering if the Thursday 12:30 slot would work. Also, we talked about adding more members to the team, including Leasha Henriksen, Ben Forsyth (or other EPF faculty). I would also like to include a PLS faculty member (Ashley Jorgenson or Arny Lockhart) and CF/Wloo district officials (I'm thinking of Debbie Lee and Pam Zeigler or Dan Conrad) and/or teachers. May I begin contacting these people or am I overstepping? Once we are past the crisis management part of the planning, there will be others we will need to bring to the table to start pushing a larger restructuring of the program. We cannot let that opportunity pass us by.

I will send my L1/L2 numbers to David and Gary and will let them know that we are working on pulling together L3 and other methods experience numbers, but we may just have to guesstimate those. I will try to meet with them to get an initial response to some of the placement strategies we discussed.

[REDACTED]

--  
Becky Wilson Hawbaker  
Director of the Professional Development School (PDS)  
Coordinator of Field Experiences  
Coordinator of Teacher Education Initiatives at Price Lab School  
University of Northern Iowa  
office (319) 273-7664  
fax (319) 273-6457

<nadene\_davidson.vcf>

**Subject:** Re: Department Newsletter  
**From:** "Dwight C. Watson" <dwight.watson@uni.edu>  
**Date:** 3/2/2012 7:21 AM  
**To:** Bruce Rogers <bruce.rogers@uni.edu>

Dr. Rogers, I appreciate your commentary.

Sent from my iPad

On Mar 2, 2012, at 1:21 AM, Bruce Rogers <[bruce.rogers@uni.edu](mailto:bruce.rogers@uni.edu)> wrote:

Barry,

It appears to me to be ironic that our UNI President, who comes to us from an agricultural college, wants to eliminate our Lab School. Suppose that one of our faculty was appointed President at ISU and decided to eliminate the agricultural farm there. Their farm costs the state a lot of money, but most of us feel that it is appropriate for that university. If we had selected a president with a background in educational studies, he might have found a way to preserve it. Arizona State Universty had a similar history to UNI in its origin as a teachers college, and they eliminated their lab school years ago.

Bruce

On Thu, Mar 1, 2012 at 3:26 PM, Barry Wilson <[barry.wilson@uni.edu](mailto:barry.wilson@uni.edu)> wrote:

See attached.

**Subject:** Fwd: Department Newsletter  
**From:** "Dwight C. Watson" <dwight.watson@uni.edu>  
**Date:** 3/2/2012 7:21 AM  
**To:** Mary-Sue Bartlett <mary-sue.bartlett@uni.edu>

Please print.

Sent from my iPad

Begin forwarded message:

**From:** Bruce Rogers <[bruce.rogers@uni.edu](mailto:bruce.rogers@uni.edu)>  
**Date:** March 2, 2012 1:21:42 AM CST  
**To:** Barry Wilson <[barry.wilson@uni.edu](mailto:barry.wilson@uni.edu)>  
**Cc:** [epf@uni.edu](mailto:epf@uni.edu), "Dr. Dwight C. Watson" <[dwight.watson@uni.edu](mailto:dwight.watson@uni.edu)>  
**Subject:** Re: Department Newsletter

Barry,

It appears to me to be ironic that our UNI President, who comes to us from an agricultural college, wants to eliminate our Lab School. Suppose that one of our faculty was appointed President at ISU and decided to eliminate the agricultural farm there. Their farm costs the state a lot of money, but most of us feel that it is appropriate for that university. If we had selected a president with a background in educational studies, he might have found a way to preserve it. Arizona State University had a similar history to UNI in its origin as a teachers college, and they eliminated their lab school years ago.

Bruce

On Thu, Mar 1, 2012 at 3:26 PM, Barry Wilson <[barry.wilson@uni.edu](mailto:barry.wilson@uni.edu)> wrote:  
See attached.

--

Jeneane Beck  
UNI State Relations Officer  
Board of Regents, State of Iowa  
11260 Aurora Avenue  
Urbandale IA 50322-7905  
Cell phone 515-971-2563



**Subject:** Re: another challenge

**From:** Nadene Davidson <nadene.davidson@uni.edu>

**Date:** 3/2/2012 7:51 AM

**To:** Becky Hawbaker <becky.hawbaker@uni.edu>

**CC:** "Dr. Dwight C. Watson" <dwright.watson@uni.edu>, "Melissa L. Heston"

<Melissa.Heston@uni.edu>, Cherin Lee <Cherin.Lee@UNI.edu>, Dianna.Briggs@uni.edu

Becky,

I'm so sorry to hear of the new challenge you are facing. You will WIN this battle, as it is your #1 priority.

In a follow up from our meeting.....I'm confident that Melissa and Cherin will get a meeting scheduled next week. I would agree that we need to expand our group but feel we need at least one more meeting with UNI folks before expanding with colleagues from off-campus. We talked about someone from EPF and it also makes sense to include someone from MPLS.

As we talked yesterday we would like to send all of the numbers to Wloo/CF as a package. Please send your L1/L2 data to Dianna and myself and we will seek out the L3 projections and send the info.

Please take care of yourself, my prayers are with you,  
Nadene

Becky Hawbaker wrote:

Thank you to Dwight for calling us together today to begin to create solutions and plans for field experiences for the reality of a fall semester without Price Lab. We talked about the need for weekly meetings, but I don't think we set up a regular day/time and I am wondering if the Thursday 12:30 slot would work. Also, we talked about adding more members to the team, including Leasha Henriksen, Ben Forsyth (or other EPF faculty). I would also like to include a PLS faculty member (Ashley Jorgenson or Amy Lockhart) and CF/Wloo district officials (I'm thinking of Debbie Lee and Pam Zeigler or Dan Conrad) and/or teachers. May I begin contacting these people or am I overstepping? Once we are past the crisis management part of the planning, there will be others we will need to bring to the table

to start pushing a larger restructuring of the program. We cannot let that opportunity pass us by.

I will send my L1/L2 numbers to David and Gary and will let them know that we are working on pulling together L3 and other methods experience numbers, but we may just have to guesstimate those. I will try to meet with them to get an initial response to some of the placement strategies we discussed.

On a personal level, I wanted to share with you that I will be facing another challenge as we move forward. The phone call I took during yesterday's Senate meeting was my doctor calling with biopsy results. I have breast cancer. I will know more after my consultation later this morning. Please pray for me and please continue to help assemble the team, and keep thinking of new possibilities and strategies for the plan. Thanks.

--

Becky Wilson Hawbaker  
Director of the Professional Development School (PDS)  
Coordinator of Field Experiences  
Coordinator of Teacher Education Initiatives at Price Lab School  
University of Northern Iowa  
office (319) 273-7664  
fax (319) 273-6457

Dr. Nadene Davidson  
Interim Head  
Department of Teaching  
University of Northern Iowa

**Subject:** Re: 2nd request for information  
**From:** Patricia Geadelmann <patricia.geadelmann@uni.edu>  
**Date:** 3/2/2012 7:59 AM  
**To:** "Dwight C. Watson" <dwight.watson@uni.edu>

Thanks, Dwight. I will follow-up. Enjoy your day!  
Pat

Dwight C. Watson said the following on 3/2/2012 7:50 AM:

The balance sheet, please request that from Gary Shontz. The numbers, please request from Becky Hawbaker. I am asking you to request this information Pat because I will be gone all day today and you will get more immediate responses this way. Thanks. I am taking some students to see our beloved Mildred Middleton and we are taking her to lunch. Still must keep the ball rolling on other aspects of the deanship besides just being in crisis mode. I know you are concerned about my health and well being. I am working on my diet and exercise to stay strong. I am trying to sleep more. I also enjoy these meetings with alumni and friends because these enrich me about the legacy of UNI and is very therapeutic.

Sent from my iPad

On Feb 29, 2012, at 5:33 PM, Patricia Geadelmann <patricia.geadelmann@uni.edu> wrote:

This is the other set, but more may be coming from Sen. Danielson

----- Original Message -----

**Subject:** 2nd request for information  
**Date:** Wed, 29 Feb 2012 16:48:22 -0600  
**From:** Jeneane Beck <jeneane.beck@uni.edu>  
**To:** Jane Larson <jane.larson@uni.edu>, Patricia Geadelmann <patricia.geadelmann@uni.edu>

Pat,

I believe Senator Danielson is going to submit a series of questions but this is his primary request.

Can we provide a balance sheet that shows Price Lab's finances since the state approved per pupil funding a few years ago?.

Also how many level two students in teacher preparation will we need to find placements for next year.

Jeneane

--

Jeneane Beck  
UNI State Relations Officer  
Board of Regents, State of Iowa  
11260 Aurora Avenue  
Urbandale IA 50322-7905  
Cell phone 515-971-2563

--

Patricia L. Geadelmann, Ed.D.  
Special Assistant to the President for Board and Governmental Relations  
University of Northern Iowa  
20 Seerley Hall  
Cedar Falls, IA 50614-0705  
Phone: 319-273-6144  
FAX: 319-273-6494

**Subject:** Re: questions from the forum

**From:** "Dwight C. Watson" <dwight.watson@uni.edu>

**Date:** 3/2/2012 8:04 AM

**To:** Patricia Geadelmann <patricia.geadelmann@uni.edu>

**CC:** "brenda.buzynski@uni.edu" <brenda.buzynski@uni.edu>, Jane Larson <jane.larson@uni.edu>

The best person to get each level of clinical needs for next year is Becky Hawbaker. She will be our go to person to get this information since she places every one in levels 1, 2, and 3. for student teaching numbers in the local area, the contact person is Dianna Briggs.  
Sent from my iPad

On Mar 1, 2012, at 8:10 AM, Patricia Geadelmann <patricia.geadelmann@uni.edu> wrote:

Dwight,

I think we will want to specifically address each level of clinical practice that might be changed. Thank you.

Pat

----- Original Message -----

**Subject:**Fwd: questions from the forum

**Date:**Thu, 1 Mar 2012 07:12:36 -0600

**From:**Jeneane Beck <jeneane.beck@uni.edu>

**To:**Jane Larson <jane.larson@uni.edu>, Patricia Geadelmann <patricia.geadelmann@uni.edu>

Ladies,

I believe you are already working on this request for information but here it is from the Senator.

thank you,  
Jeneane

----- Forwarded message -----

**From:** Jeff Danielson <jeffdanielson@gmail.com>

**Date:** Thu, Mar 1, 2012 at 12:27 AM

**Subject:** Re: questions from the forum

**To:** Jeneane Beck <jeneane.beck@uni.edu>

Jeneane,

I'm not sure what Cherin is talking about specifically. There are general concerns being expressed about the ability of placing teachers in the required training hours. It would be helpful to know what the plan is to replace the hours currently conducted at the Lab School after the Lab School is closed.

Yours in Service,

Jeff

Iowa Senate President Pro Tempore

319.231.7192

Stay connected. LIKE my Facebook page:

<https://www.facebook.com/senatorjeffdanielson>

On Mon, Feb 27, 2012 at 8:38 AM, Jeneane Beck <[jeneane.beck@uni.edu](mailto:jeneane.beck@uni.edu)> wrote:

Senator Danielson,

Our Associate Chair for Science Education Cherin Lee says you had several questions about level two teaching at Price Lab and UNI. She asked that we help get you the answers you need. Would you please provide me a list of questions so I can put those out to faculty for response.

thank you,

Jeneane

Jeneane Beck

UNI State Relations Officer

Board of Regents, State of Iowa

11260 Aurora Avenue

Urbandale IA 50322-7905

Cell phone 515-971-2563

—  
Jeneane Beck

UNI State Relations Officer

Board of Regents, State of Iowa

11260 Aurora Avenue

Urbandale IA 50322-7905  
Cell phone 515-971-2563

**Subject:** Re: Event Highlights: Senator Bennet's Plan to Turbocharge Education R&D (Feb. 29)  
**From:** Patricia Geadelmann <patricia.geadelmann@uni.edu>  
**Date:** 3/2/2012 8:05 AM  
**To:** "Dwight C. Watson" <dwight.watson@uni.edu>

I agree, Dwight. I will be going to DC on Tuesday and will certainly share this, at least verbally. We could follow up with something in writing.  
Pat

Dwight C. Watson said the following on 3/2/2012 8:06 AM:

I think we should submit a statement of support of this initiative and share our RD extension model as an example.

Sent from my iPad

On Mar 1, 2012, at 8:12 AM, Patricia Geadelmann <patricia.geadelmann@uni.edu> wrote:

fyi ---Any thoughts about this you would like me to share with the Congressional delegation?  
Pat

----- Original Message -----

**Subject:**Event Highlights: Senator Bennet's Plan to Turbocharge Education R&D (Feb. 29)  
**Date:**Thu, 01 Mar 2012 06:06:31 -0800  
**From:**AEI Events <events@aei.org>  
**Reply-To:**events@aei.org  
**To:**Patricia Geadelmann <patricia.geadelmann@uni.edu>

\*\*\*\*\* \*Note: If you are having trouble viewing this message,\* \*copy and paste the link below into your browser \* \*address field and hit the Enter button on your \* \*keyboard. \*  
[http://paracom.paramountcommunication.com/p/vWUD\\_ub8Ne](http://paracom.paramountcommunication.com/p/vWUD_ub8Ne) If you would like to change your preferences \* or unsubscribe, copy the URL below: \*  
\*\*\*\*\*

Add Events@aei.org to your contacts to ensure email delivery.  
If you received this message from a friend, please subscribe to AEI emails.

Follow AEI and AEI Scholars on:     



 AEI	Events
---	--------

# Senator Bennet's Plan to Turbocharge Education R&D

Wednesday, February 29, 2012

- Participants:
- MICHAEL F. BENNET (D-Colo.), U.S. Senate
  - JOHN Q. EASTON, Institute of Education Sciences
  - KEN J. GABRIEL, Defense Advanced Research Projects Agency
  - FREDERICK M. HESS, AEI
  - JIM H. SHELTON, U.S. Department of Education

"If we don't do things differently, our classrooms will look the same in 20 years as they do now," warned Senator Michael Bennet (D. Colo.) during a discussion on Wednesday at AEI about his proposal for a new education research and development (R&D) project. While nearly every other sector in the economy devotes 10 to 20 percent of its budget to R&D, only 0.2 percent of the federal education budget is allocated to research and development. Sen. Bennet proposed the Advanced Research Projects Agency for Education (ARPA-ED) as a way to align the interests of school districts and technology strategists to individualize instruction. Jim Shelton of the U.S. Department of Education pointed out how closely the federal government's investment in education R&D is tied to America's competitive advantage. Drawing from his experience at the Defense Advanced Research Projects Agency (DARPA), Ken Gabriel urged those in the education space to consider what ARPA-ED must do to enact the same fundamental changes in education as DARPA has had on defense. He stressed the importance of a sense of urgency and focus on R&D as a way to ensure the efficacy of an ARPA-ED. John Easton of the Institute of Education Sciences agreed that there is a need for increased R&D in education, but cautioned against overpromising: ARPA-ED should not be seen as a silver bullet, but should be considered in the larger context of current education research efforts.

For more information, please contact Rebecca King at [rebecca.king@aei.org](mailto:rebecca.king@aei.org).

## Videos

Full Event Video: Senator Bennet's Plan to Turbocharge Education R&D

Video **Senator Michael Bennet: Today's Technology in the Classroom**

Audio **John Easton: Avoid Excessive Promises**

Article **Ken Gabriel: DARPA's Lessons for ARPA-ED**

Article **Jim Shelton: Education R&D and America's Competitive Advantage**

## Survey

If you attended the event, please take this three-question survey.

Survey

## Also of Interest

**Carrots, Sticks, and the Bully Pulpit**

Frederick M. Hess and Andrew P. Kelly | Harvard Education Press  
January 24, 2012

**How to rescue education reform**

Frederick M. Hess and Linda Darling-Hammond | The New York Times  
December 5, 2011

For media inquiries, please contact Veronique Rodman at  
[vrodman@aei.org](mailto:vrodman@aei.org).

## Recent Event

---

**Chairman Kline Unveils GOP  
Vision to Fix No Child Left  
Behind**

February 9, 2012

## Subscribe

---

Sign up for AEI's Education emails  
to receive articles and event notices  
on education policy.

Subscribe now

---

American Enterprise Institute for Public Policy Research | 1150 17th Street, N.W., Washington, D.C. 20036  
P: 202.862.5800 | F: 202.862.7177 | [www.aei.org](http://www.aei.org)

You may unsubscribe from AEI Events or manage your subscriptions.

--

Patricia L. Geadelmann, Ed.D.  
Special Assistant to the President for Board and Governmental Relations  
University of Northern Iowa  
20 Seerley Hall  
Cedar Falls, IA 50614-0705  
Phone: 319-273-6144  
FAX: 319-273-6494

**Subject:** Re: Event Highlights: Senator Bennet's Plan to Turbocharge Education R&D (Feb. 29)  
**From:** "Dwight C. Watson" <dwright.watson@uni.edu>  
**Date:** 3/2/2012 8:06 AM  
**To:** Patricia Geadelmann <patricia.geadelmann@uni.edu>

I think we should submit a statement of support of this initiative and share our RD extension model as an example.

Sent from my iPad

On Mar 1, 2012, at 8:12 AM, Patricia Geadelmann <patricia.geadelmann@uni.edu> wrote:

fyi ---Any thoughts about this you would like me to share with the Congressional delegation?  
Pat

----- Original Message -----

**Subject:**Event Highlights: Senator Bennet's Plan to Turbocharge Education R&D (Feb. 29)  
**Date:**Thu, 01 Mar 2012 06:06:31 -0800  
**From:**AEI Events <events@aei.org>  
**Reply-To:**events@aei.org  
**To:**Patricia Geadelmann <patricia.geadelmann@uni.edu>

\*\*\*\*\* \*Note: If you are having trouble viewing this message,\* \*copy and paste the link below into your browser \* \*address field and hit the Enter button on your \* \*keyboard. \*  
[http://paracom.paramountcommunication.com/p/vWUD\\_ub8Ne](http://paracom.paramountcommunication.com/p/vWUD_ub8Ne) If you would like to change your preferences \* or unsubscribe, copy the URL below: \*  
\*\*\*\*\*

Add Events@aei.org to your contacts to ensure email delivery.  
If you received this message from a friend, please subscribe to AEI email's.

Follow AEI and AEI Scholars on:     

 AEI

Events

# Senator Bennet's Plan to Turbocharge Education R&D

**Wednesday, February 29, 2012**

## Participants:

**MICHAEL F. BENNET** (D-Colo.), U.S. Senate

**JOHN Q. EASTON**, Institute of Education Sciences

**KEN J. GABRIEL**, Defense Advanced Research Projects Agency

**FREDERICK M. HESS**, AEI

**JIM H. SHELTON**, U.S. Department of Education

"If we don't do things differently, our classrooms will look the same in 20 years as they do now," warned Senator Michael Bennet (D. Colo.) during a discussion on Wednesday at AEI about his proposal for a new education research and development (R&D) project. While nearly every other sector in the economy devotes 10 to 20 percent of its budget to R&D, only 0.2 percent of the federal education budget is allocated to research and development. Sen. Bennet proposed the Advanced Research Projects Agency for Education (ARPA-ED) as a way to align the interests of school districts and technology strategists to individualize instruction. Jim Shelton of the U.S. Department of Education pointed out how closely the federal government's investment in education R&D is tied to America's competitive advantage. Drawing from his experience at the Defense Advanced Research Projects Agency (DARPA), Ken Gabriel urged those in the education space to consider what ARPA-ED must do to enact the same fundamental changes in education as DARPA has had on defense. He stressed the importance of a sense of urgency and focus on R&D as a way to ensure the efficacy of an ARPA-ED. John Easton of the Institute of Education Sciences agreed that there is a need for increased R&D in education, but cautioned against overpromising: ARPA-ED should not be seen as a silver bullet, but should be considered in the larger context of current education research efforts.

For more information, please contact Rebecca King at [rebecca.king@aei.org](mailto:rebecca.king@aei.org).

For media inquiries, please contact Veronique Rodman at [vrodman@aei.org](mailto:vrodman@aei.org).

## Videos

**Full Event Video: Senator Bennet's Plan to Turbocharge Education R&D**

**Video** **Senator Michael Bennet: Today's Technology in the Classroom**

**Audio** **John Easton: Avoid Excessive Promises**

**Article** **Ken Gabriel: DARPA's Lessons for ARPA-ED**

**Article** **Jim Shelton: Education R&D and America's Competitive Advantage**

## Survey

If you attended the event, please take this three-question survey.

[Survey](#)

## Also of Interest

### **Carrots, Sticks, and the Bully Pulpit**

**Frederick M. Hess and Andrew P. Kelly** | Harvard Education Press  
January 24, 2012

### **How to rescue education reform**

**Frederick M. Hess and Linda Darling-Hammond** | The New York Times  
December 5, 2011

## Recent Event

**Chairman Kline Unveils GOP**

**Vision to Fix No Child Left Behind**

February 9, 2012

## **Subscribe**

---

Sign up for AEI's Education emails to receive articles and event notices on education policy.

**Subscribe now**

---

American Enterprise Institute for Public Policy Research | 1150 17th Street, N.W., Washington, D.C. 20036  
P: 202.862.5800 | F: 202.862.7177 | [www.aei.org](http://www.aei.org)

You may unsubscribe from AEI Events or manage your subscriptions.

**Subject:** Re: parent advisory letter

**From:** "Dwight C. Watson" <dwright.watson@uni.edu>

**Date:** 3/2/2012 8:12 AM

**To:** "Lyn Countryman, Ph.D., NBCT" <lyn.countryman@uni.edu>

I agree that this should be led by the internal team with Brenda as a liaison to the President's office. Thanks for your collaboration with the Monday night event. After this hiccup of communication and planning, I think this will be a fine team to assist in the transition of parents and students. I am sorry you are disappointed that my actions are more diplomatic than strident. I champion all that you do, but my context is different. You do the fighting and I will work on the healing. I think this is a good compliment.

Sent from my iPad

On Mar 1, 2012, at 8:24 AM, "Lyn Countryman, Ph.D., NBCT" <[lyn.countryman@uni.edu](mailto:lyn.countryman@uni.edu)> wrote:

Dear Dwight and Nadene,

As you can see by the Parent Advisory Letter, the parents wish that this transition would be led by the myself, Josh Henriksen, Jim Stichter, Carrie Dieken (counselor)

and Clare Struck (counselor). This is because:

- 1) We know our students.
- 2) We know their coursework.
- 3) We know the local principals and counselors some of whom we have already contacted.
- 4) We know BEST about what is BEST for our students. We hold our students, parents and teachers as our highest focus during this time.

You need to fight for us on this. Of all things this is OUR job! NOT the PRESIDENTS.

You need to know that even the some of the local principals knew NOTHING about Monday. (This includes Cedar Falls & Hudson.)

lyn

<Signed TransitionLetter.pdf>

Lyn Countryman, Ph.D.

Interim Director

Malcolm Price Lab School transforming into - Iowa's Research and Development School

University of Northern Iowa

Cedar Falls, Iowa 50613

124A

319-273-2614

***Inspiring Innovation in Education***

*The University of Northern Iowa provides transformative learning experiences that inspire students to embrace challenge, engage in critical inquiry and creative thought, and contribute to society.*

**UNI Mission**

Sorry about lateness of numbers

**Subject:** sorry about lateness of numbers

**From:** "Lyn Countryman, Ph.D., NBCT" <lyn.countryman@uni.edu>

**Date:** 2/23/2012 10:37 AM

**To:** "Dr. Dwight C. Watson" <dwright.watson@uni.edu>

Dwight,

Sorry about lateness of numbers.....I have been on the phone non-stop and with African American Readin, it is busy here.

I do again want to thank you much for your leadership. It has had to be an anxiety filled several weeks. I think I speak for the faculty when I say

**THANKS!**

lyn

Lyn Countryman, Ph.D.

Interim Director

Malcolm Price Lab School transforming into - Iowa's Research and Development School

University of Northern Iowa

Cedar Falls, Iowa 50613

124A

319-273-2614

*Inspiring Innovation in Education*

*The University of Northern Iowa provides transformative learning experiences that inspire students to embrace challenge, engage in critical inquiry and creative thought, and contribute to society.*

**UNI Mission**



**Subject:** Re: Price Lab questions

**From:** Stacey Christensen <stacey.christensen@uni.edu>

**Date:** 2/23/2012 10:58 AM

**To:** "Dwight C. Watson" <dwright.watson@uni.edu>

**CC:** Stacey Christensen <stacey.christensen@uni.edu>, Lyn Countryman <Lyn.countryman@uni.edu>

Lyn, can you confirm please. Jens wants to confirm the data he has, thanks.

Stacey Christensen

University of Northern Iowa

Public Relations Manager

[stacey.christensen@uni.edu](mailto:stacey.christensen@uni.edu)

319-273-6728

[www.uni.edu/newsroom](http://www.uni.edu/newsroom)

On Feb 23, 2012, at 7:45 AM, Dwight C. Watson wrote:

Lyn these are my numbers, can you confirm

Budget 5.1 million

Students 366

Teachers 37

Sent from my iPad

On Feb 22, 2012, at 4:06 PM, Stacey Christensen <[stacey.christensen@uni.edu](mailto:stacey.christensen@uni.edu)> wrote:

Can you get this info to him ASAP?

Stacey Christensen

University of Northern Iowa

Public Relations Manager

[stacey.christensen@uni.edu](mailto:stacey.christensen@uni.edu)

319-273-6728

[www.uni.edu/newsroom](http://www.uni.edu/newsroom)

Begin forwarded message:

**From:** "Krogstad, Jens" <[jkrogstad@desmoine.gannett.com](mailto:jkrogstad@desmoine.gannett.com)>

**Date:** February 22, 2012 3:51:27 PM CST

**To:** Stacey Christensen <[stacey.christensen@uni.edu](mailto:stacey.christensen@uni.edu)>

**Subject:** RE: Price Lab questions

Thanks, Stacey. At minimum, I would just need # of teachers, # of students and this year's budget.

Jens Manuel Krogstad | *Staff Writer*  
The Des Moines Register | [desmoinesregister.com](http://desmoinesregister.com)  
o.(515) 284-8392 | [jkrogstad@dmreg.com](mailto:jkrogstad@dmreg.com)  
c.(515) 490-8162  
f. (515) 286-2511  
Twitter: <image001.png>

---

**From:** Stacey Christensen [mailto:[stacey.christensen@uni.edu](mailto:stacey.christensen@uni.edu)]  
**Sent:** Wednesday, February 22, 2012 3:44 PM  
**To:** Krogstad, Jens  
**Cc:** Stacey Christensen; James O'Connor  
**Subject:** Re: Price Lab questions

Jens, sorry for the delay, Dwight Watson is the person you need to speak with and he's been in meetings. I have a message into him to see how quickly I can get you this information, but he will be tied up most of the afternoon and evening now in meetings at MPLS.

Stacey Christensen  
University of Northern Iowa  
Public Relations Manager  
[stacey.christensen@uni.edu](mailto:stacey.christensen@uni.edu)  
319-273-6728  
[www.uni.edu/newsroom](http://www.uni.edu/newsroom)

On Feb 22, 2012, at 3:04 PM, Krogstad, Jens wrote:

Hi Stacey,

I made the following request to Jim this morning, but I suspect he's been crunched for time because of Price Lab-related stuff.


I'll be writing today on a very tight deadline about the announcement, so I'd like to get in advance some basic background information like:

Numbers on dwindling enrollment, costs to run and maintain the school, the number of teachers and students at the school and average ACT/ITBS scores of students.

Whatever is immediately available is fine for now.

Thanks,  
Jens

Jens Manuel Krogstad | *Staff Writer*

The Des Moines Register | [desmoinesregister.com](http://desmoinesregister.com)  
o.(515) 284-8392 | [jkrogstad@dmreg.com](mailto:jkrogstad@dmreg.com)  
c.(515) 490-8162  
f. (515) 286-2511  
Twitter: 

**Subject:** RE: MPLS Uncertainty

**From:** "Stevenson, Nancy" <stevens@umdj.edu>

**Date:** 2/23/2012 12:28 PM

**To:** Nadene Davidson <nadene.davidson@uni.edu>, Trev Alberts <trev.alberts@mail.unomaha.edu>, Gary Kroeger <garykroeger@msn.com>, Julie Creeden <jcreeden@cfu.net>, Joan Duea <joan.duea@uni.edu>, Norm Granger <grangernorm@hotmail.com>, Michelle Swanson <michelle.swanson@uni.edu>, Becky Hawbaker <becky.hawbaker@uni.edu>, Barbara Lounsberry <barbara.lounsberry@uni.edu>, Bob Stephens <bobstephens@earthlink.net>, Clare Struck <clare.struck@uni.edu>, Joshua Henriksen <joshua.henriksen@uni.edu>, Jim Kelly <james.kelly@uni.edu>, Nadene Davidson <davidson@uni.edu>, Kristin Teig Torres <teigtk2@ihs.org>, "Dr. Dwight C. Watson" <dwright.watson@uni.edu>, Kyle Christiason <kchristiason@cfu.net>, "omaopatarr@aol.com" <omaopatarr@aol.com>, Jim Stichter <jim.stichter@uni.edu>, Gary Kroeger <garyk@mudd.com>, Lyn Countryman <lyn.countryman@uni.edu>, Andrea Elliott <andrea.elliott@uni.edu>, allison barness <allison.barness@uni.edu>, "sharethe1@msn.com" <sharethe1@msn.com>, Dianna Briggs <dianna.briggs@uni.edu>, Tim Cooney <timothy.cooney@uni.edu>, Lynn Dykstra <lynn.dykstra@uni.edu>, "seastman@cfu.net" <seastman@cfu.net>, "Lynn E. Nielsen" <lynn.nielsen@uni.edu>, Aaron Spurr <aaron.spurr@uni.edu>  
**CC:** "Stevenson, Nancy" <stevens@umdj.edu>

Hello all --  
OUCH!!  
I did not think the current financial events would cut this deep. I find it hard to believe that PLS would be closed.  
Is there any thing that we, representing RAN, can do to help the conditions?

Concerned -- Nancy

---

From: Nadene Davidson [[nadene.davidson@uni.edu](mailto:nadene.davidson@uni.edu)]  
Sent: Tuesday, February 21, 2012 12:00 PM  
To: Trev Alberts; Gary Kroeger; Julie Creeden; Joan Duea; Norm Granger; Michelle Swanson; Becky Hawbaker; Barbara Lounsberry; Stevenson, Nancy; Bob Stephens; Clare Struck; Joshua Henriksen; Jim Kelly; Nadene Davidson; Kristin Teig Torres; Dr. Dwight C. Watson; Kyle Christiason; [omaopatarr@aol.com](mailto:omaopatarr@aol.com); Jim Stichter; Gary Kroeger; Lyn Countryman; Andrea Elliott; allison barness; [sharethe1@msn.com](mailto:sharethe1@msn.com); Dianna Briggs; Tim Cooney; Lynn Dykstra; [seastman@cfu.net](mailto:seastman@cfu.net); Lynn E. Nielsen; Aaron Spurr  
Subject: MPLS Uncertainty

Good morning,  
  
For RAN Board members that are beyond the local area, I would like to share some recent action of President Allen. On Thursday, February 16, at 5:23 p.m., President Allen sent the following message to the UNI community:

February 16, 2012

The higher education landscape has changed dramatically, both in Iowa and throughout the nation. As leaders in higher education, we have a responsibility to our students, their parents and taxpayers of Iowa to maintain our excellent academic reputation, enhance access and affordability, and prepare for the future. In times like these, we must define our future before circumstances dictate it for us.

Changes have been made during the past few years to prepare us for the future. Unfortunately, those changes were not enough. We continue to need to make strategic budget decisions by reallocating and aligning resources to support our core mission and values.

Academic and non-academic programs, support services, and outsourcing opportunities are being reviewed. Malcolm Price Lab School, the UNI Museum, Panther Athletics and UNI Print Services are included in this review. We will announce academic program mergers and closures. The academic programs are those with low enrollment and few graduates. Students enrolled in those programs will be allowed to finish their programs.

We are working with the Board of Regents, State of Iowa, and consulting with applicable stakeholders, to make changes now to ensure the educational experience we want for every student exists in the future. Making difficult decisions today will help ensure that we continue our tradition of excellence. We believe these decisions will result in an institution that retains and builds on its historic strengths, while aligning us for future success in a challenging and competitive education environment.

Thank you for your confidence and support.

Sincerely,

Ben Allen

As you can see he identified MPLS as an academic program that is being reviewed. This has caused great concern, and in addition, several local newspapers printed articles on Thursday afternoon with the following headlines: UPDATE - UNI President: Cuts could be coming for academics, athletics, and lab school (Waterloo Courier) and Regents leaders say board is open to cuts at UNI Options include cutting programs, closing Price Lab school (Cedar Rapids Gazette) <http://thegazette.com/2012/02/17/regents-leaders-say-board-is-open-to-cuts-at-uni/>.

This announcement comes at a time when MPLS has been identified as Iowa's Research and Development School as per the legislation that was passed a couple of years ago. The MPLS faculty is implementing the R&D Strategic Plan that was developed by a statewide stakeholder group that was identified in the legislation. The MPLS enrollment requests are up for next year. (The enrollment is capped by the legislation so actually there are more families requesting to attend MPLS than we can accept.) The number of teacher education candidates that have clinical experiences at MPLS continues to grow. ....and we had a very successful Legends of the Lab event in November with final accounting of over in \$15,000 net revenue.

We do not have any additional information at this time but do anticipate hearing something from President Allen in the next few days.

Regards,

Nadene

**Subject:** Report reminders

**From:** "Crabtree-Groff, Kris [ED]" <Kris.Crabtree-Groff@iowa.gov>

**Date:** 2/23/2012 12:36 PM

**To:** "Larson, Joen" <Joen.Larson@ashford.edu>, "Schock, Ruth" <Ruth.Schock@briarcliff.edu>, "finnern@bvu.edu" <finnern@bvu.edu>, "KrisKilibarda" <kilibardak@central.edu>, "Christine Day" <dayc@central.edu>, Larry Bice <Larry.Bice@clarke.edu>, "Johanson, Roger" <rjohanso@coe.edu>, "Kigin, Betsy" <bkigin@coe.edu>, "JillHeinrich" <JHeinrich@cornellcollege.edu>, "pesteffen@dmacc.edu" <pesteffen@dmacc.edu>, "Dennis Vander Plaats" <Dplaats@dordt.edu>, Timothy Van Soelen <timothyv@dordt.edu>, "janet.mcmahill@drake.edu" <janet.mcmahill@drake.edu>, Eunice M Merideth <eunice.merideth@drake.edu>, "Catherine.gillespie@drake.edu" <Catherine.gillespie@drake.edu>, "jill.johnson@drake.edu" <jill.johnson@drake.edu>, "dstone@eicc.edu" <dstone@eicc.edu>, "jjimo@emmaus.edu" <jjimo@emmaus.edu>, Nancy Halferty <halferty@graceland.edu>, Don Long <longd@faith.edu>, "Tammy Everett" <teverett@graceland.edu>, Lorrie Long <llong@graceland.edu>, "Robin TrimbleWhite" <rwhite@grandview.edu>, "ketter@grinnell.edu" <ketter@grinnell.edu>, "voylesm@grinnell.edu" <voylesm@grinnell.edu>, "Whaley, David [HS AD]" <dwhaley@iastate.edu>, Ginny Maurer <gmaurer@iwc.edu>, Del Shepard <DShepard@kaplan.edu>, "jean.mcmenimen@kirkwood.edu" <jean.mcmenimen@kirkwood.edu>, Kathleen VanSteenhuysen <kvanste@kirkwood.edu>, "Mary Ellen Carroll" <MaryEllen.Carroll@loras.edu>, "Jennifer Lynne Olufsen" <olufseje@luther.edu>, "Christopher Jones" <cjones@mum.edu>, "Paula Armstrong" <parmstrong@mum.edu>, "haasel@morningside.edu" <haasel@morningside.edu>, "O'Keefe, Ellen" <eokeefe@mtmercy.edu>, "larsokac@niacc.edu" <larsokac@niacc.edu>, "Heitritter, Laura" <laura@nwciowa.edu>, "Daily, Laurie" <ldaily@nwciowa.edu>, White Judith D <WhiteJudithD@sau.edu>, "StoubeDeanna M" <StoubeDeannaM@sau.edu>, Jackie Crawford <jackie.crawford@simpson.edu>, "KCahill@SCCIowa.edu" <KCahill@scciowa.edu>, Debra Stork <DStork@dbq.edu>, "Lagos Lavenz, Susan M" <susan-lagos-lavenz@uiowa.edu>, "michael.licari@uni.edu" <michael.licari@uni.edu>, "Dr. Dwight C. Watson" <dwright.watson@uni.edu>, "Melissa Heston" <melissa.heston@uni.edu>, "cherin.lee@uni.edu" <cherin.lee@uni.edu>, "Behrens, Gail" <BEHRENSG@uiu.edu>, Kim Meyer <meyerki@waldorf.edu>, "Cheryl O'Brien" <cheryl.obrien@wartburg.edu>, "Martin,Pam" <MARTINP@wmpenn.edu>

Dear all,

A few reminders as we look at upcoming report deadlines...

1. Federal Title II: Iowa does not report Praxis (or other tests) scores or pass rates. Please do not complete these sections for Title II or for PEDS.
2. State Annual Summary Report on Practitioner Preparation: no change in items

• Website <https://www.edinfo.state.ia.us/>

- Due date is April 30, 2012
- I have your college ID but not your password
- For technical assistance please contact David Krieger at 515-281-3370 or [david.krieger@iowa.gov](mailto:david.krieger@iowa.gov)

Happy snow day.

Kris Crabtree-Groff, Ed.D.  
Teacher Preparation Consultant  
Iowa Department of Education  
Bureau of Accreditation and School Improvement  
400 East 14th Street  
Grimes Building - 3rd Floor  
Des Moines, IA 50319  
Phone: 515-725-0101  
Cell: 515-681-2308  
Fax: (515) 242-6025  
Email: [kris.crabtree-groff@iowa.gov](mailto:kris.crabtree-groff@iowa.gov)



**Subject:** Teacher Ed. Contacts

**From:** Ashley Jorgensen <ashley.jorgensen@uni.edu>

**Date:** 2/23/2012 1:26 PM

**To:** plshs@uni.edu, plsmid@uni.edu, plselem@uni.edu

Hi all,

I am writing to ask you to forward the names of the outstanding Teacher Education students who you have mentored in the past, or currently mentor in your classroom. These students can be Level I, II, III, or from any other course. We are looking to get a list of students who would serve as our go-to voices when it comes to the impact that Price Lab has on UNI Teacher Education and the university as a whole. Please send me the names of these students, as well as a their contact information. If we can get one or two names from each of you, we'd have the start of a diverse and strong committee.

Thanks for your help,

Ashley Jorgensen

**Subject:** Please Don't close MPLS

**From:** tntharris@q.com

**Date:** 2/23/2012 2:23 PM

**To:** ben allen <ben.allen@uni.edu>, dwight watson <dwright.watson@uni.edu>, mburns@iastat.edu, herman quirmbach <herman.quirmbach@legis.iowa.gov>, brian schoenjahn <brian.schoenjahn@legis.iowa.gov>, shawn hamerlinck <shawn.hamerlinck@legis.iowa.gov>, greg forristall <greg.forristall@legis.state.ia.us>, Jeremy Taylor <Jeremy.Taylor@legis.state.ia.us>, sharon steckman <sharon.steckman@legis.state.ia.us>, cindy winckler <cindy.winckler@legis.state.ia.us>, calangfarm@gmail.com, regentrastetter@gmail.com, regentcarroll@gmail.com, bobd@meardonlaw.com, ruth harkin <ruth.harkin@cox.net>, gretaajohnson@gmail.com, miles david w <miles.david.w@gmail.com>, KsMulholland5@linnmar.k12.ia.us

How do you describe the atmosphere at PLS? And why ask this question? Because I think it's important for you to know before making your decision. My viewpoint is from an alumni and parent of three students at PLS.

I'm hoping that you have heard before that PLS is a community, not just a school. This is what my husband and I were told at the parent orientation meeting in 2009. Three years later our eighth and sixth grade daughters can tell us every students and teachers name from K-12. They care about their school and everyone in it.

I decided to open enroll to PLS, because of the many Christian families I knew at the school. Having homeschooled for the five years prior, I can tell you that there is no better environment to learn in. This environment is a benefit to the UNI student. This environment is built on service to one another. Through caring, sharing, laughter, and honesty, these students K-16 are able to enjoy the benefits of intelligent teachers who are willing to give their extra time and energy without complaint or overtime pay.

How does PLS cater to the Universities Level II student? PLS students are accustomed to having Level II students around every corner. They are just another part of the family. Our three children work with Level II's every day. There isn't a week that goes by that I don't hear of one funny story or mishap about a Level II. This usually comes from our older girls, who also know that they are to respect these students even more than their tenured professors. Our younger son always has something to say about how nice or fun his student teacher is. The University should be proud and boast about how comfortable its Level II student will be in an environment that has been training its students from K-12 to respect, help and be honest to the level II students. There is so much value in that fact. As I think about my children being in college and possibly wanting to become teachers themselves, I can't think of a better option than for them to have a lab school right on the campus. This means less wear and mileage on their car, less gas consumption, less stress finding a good placement, and it just makes me feel that they are more safe.

As a parent, I'm not looking for the prettiest college to send my children to. I'm looking for the best value. The one that isn't fancy, but knows what works best for the education of my child. As my business husband says, "Word of mouth is the only marketing that matters." My concern now is that UNI seems to be more concerned with its outward appearance rather than its inner beauty of being good stewards, and caring about those little details that nurture each and every learning experience. If it was my choice to choose between a college that can successfully support an on-site lab school or one that has a cafeteria that looks like a 5-star dining emporium and seems to be dumping money into redesigning its buildings, well I'd choose the later.

Please, do the footwork it takes to find out what's important to the UNI students and their

families. This shouldn't be your decision alone, know your market and what they see as value.

I don't envy the position you've been put in, and I appreciate the diligence you have given in this matter. I trust that you will make the right decision. I wish you the best.

-Concerned Parent

— Attachments: \_\_\_\_\_

How do you describe the atmosphere at PLS.docx	144 KB
--	--------

How do you describe the atmosphere at PLS? And why ask this question? Because I think it's important for you to know before making your decision. My viewpoint is from an alumni and parent of three students at PLS.

I'm hoping that you have heard before that PLS is a community, not just a school. This is what my husband and I were told at the parent orientation meeting in 2009. Three years later our eighth and sixth grade daughters can tell us every students and teachers name from K-12. They care about their school.

I decided to open enroll to PLS, because there are many Christian families at the school. This creates a common bond and unity that is strong between families. It also creates a loving and forgiving atmosphere that thrives on joy. Having homeschooled for the five years prior, I can tell you that there is no better environment to learn and feel safe. This environment is a benefit to the UNI student also.

How does PLS cater to your Level II student? PLS students are accustomed to having Level II students around every corner. They are just another part of the family. Our three children work with Level II's so often, that there isn't a week that goes by that I don't hear of one funny story or mishap about what some level II student did or said. This usually comes from our older girls. Our younger son always has something to say about how nice or fun his student teacher is. The University should be proud to boast about how comfortable your Level II student will be in an environment that has been training its students from K-12 to respect, help and be honest to your level II student. There is so much value in that fact. As I think about my children being in college and possibly wanting to teach themselves, I can't think of a better option than for them to have a lab school right on the campus. This means less wear and tear on their car; less gas wasted driving to different schools, and less stress finding a good placement.

There's more value in this school than the 3.2 million it's costing the University each year. Sure, it's old, but who's complaining? As a parent, I'm not looking for the prettiest college to send my children to. I'm looking for the best value. The one that isn't fancy, but knows what works best for the education of my child. As my business husband says, "Word of mouth is the only marketing that matters." UNI seems to be more concerned with its outward appearance rather than its inner beauty of being good stewards, and caring about those little details that nurture each and every student.

Please, do the footwork it takes to find out what's important to your students and what isn't. This shouldn't be your decision alone. I don't envy the position you've been put in, and I appreciate the diligence you have given in this matter. I trust that you will make the right decision. I wish you the best.

-Concerned Parent

**Subject:** RE: Thank you  
**From:** "Dr. Dwight C. Watson" <dwright.watson@uni.edu>  
**Date:** 2/23/2012 3:55 PM  
**To:** "'Teig Torres, Kristin'" <TeigTK2@ihs.org>

Thank you kindly.

Dr. Dwight C. Watson  
Dean, College of Education  
University of Northern Iowa

---

**From:** Teig Torres, Kristin [mailto:TeigTK2@ihs.org]  
**Sent:** Thursday, February 23, 2012 9:06 AM  
**To:** dwright.watson@uni.edu  
**Subject:** Thank you

Dean Watson,

I would like to extend my sincere thanks for your support of Price Lab/NU – the State R&D school.

I realize that you might not be able to voice that support in public.  
President Allen made it clear that you do not agree with his recommendation to close the school.

I fondly remember your speech at Nadene Davidson's home after the Legends of the Lab event.  
Your passion and desire to move forward with support of Price Lab/NU was felt by all in the room.

There are many who will keep fighting for that same passion and desire.

Thank you.

Kristin

**Kristin Teig Torres, MA**

Allen College Alumni Relations & Student Life  
1825 Logan Ave Waterloo, IA 50703  
319.226.2016 direct  
319.226.2051 fax  
[teigtk2@ihs.org](mailto:teigtk2@ihs.org) | [www.allencollege.edu](http://www.allencollege.edu)

\* Deadline 2020 focuses on two areas:

- 1) Primary Prevention:  
How do we stop people from getting breast cancer in the first place?
- 2) the Causes and Prevention of Metastasis:  
How do we stop people from dying of breast cancer?

[www.breastcancerdeadline2020.org](http://www.breastcancerdeadline2020.org)

\*\*\*\*\*

This message and accompanying documents are covered by the Electronic Communications Privacy Act, 18 U.S.C. §§ 2510-2521, and contain information intended for the specified individual(s) only. This information is confidential. If you are not the intended recipient or an agent responsible for delivering it to the intended recipient, you are hereby notified that you have received this document in error and that any review, dissemination, copying, or the taking of any action based on the contents of this information is strictly prohibited. If you have received this communication in error, please notify us immediately by e-mail, and delete the original message.

\*\*\*\*\*

**Subject:** RE: Thank you  
**From:** "Dr. Dwight C. Watson" <dwright.watson@uni.edu>  
**Date:** 2/23/2012 3:55 PM  
**To:** "'Teig Torres, Kristin'" <TeigTK2@ihs.org>

Thank you kindly.

Dr. Dwight C. Watson  
Dean, College of Education  
University of Northern Iowa

---

**From:** Teig Torres, Kristin [mailto:TeigTK2@ihs.org]  
**Sent:** Thursday, February 23, 2012 9:06 AM  
**To:** dwright.watson@uni.edu  
**Subject:** Thank you

Dean Watson,

I would like to extend my sincere thanks for your support of Price Lab/NU – the State R&D school.

I realize that you might not be able to voice that support in public.  
President Allen made it clear that you do not agree with his recommendation to close the school.

I fondly remember your speech at Nadene Davidson's home after the Legends of the Lab event.  
Your passion and desire to move forward with support of Price Lab/NU was felt by all in the room.

There are many who will keep fighting for that same passion and desire.

Thank you.

Kristin

**Kristin Teig Torres, MA**

Allen College Alumni Relations & Student Life  
1825 Logan Ave Waterloo, IA 50703  
319.226.2016 direct  
319.226.2051 fax  
[teigtk2@ihs.org](mailto:teigtk2@ihs.org) | [www.allencollege.edu](http://www.allencollege.edu)

\* Deadline 2020 focuses on two areas:

- 1) Primary Prevention:  
How do we stop people from getting breast cancer in the first place?
- 2) the Causes and Prevention of Metastasis:  
How do we stop people from dying of breast cancer?

[www.breastcancerdeadline2020.org](http://www.breastcancerdeadline2020.org)

\*\*\*\*\*

This message and accompanying documents are covered by the Electronic Communications Privacy Act, 18 U.S.C. §§ 2510-2521, and contain information intended for the specified individual(s) only. This information is confidential. If you are not the intended recipient or an agent responsible for delivering it to the intended recipient, you are hereby notified that you have received this document in error and that any review, dissemination, copying, or the taking of any action based on the contents of this information is strictly prohibited. If you have received this communication in error, please notify us immediately by e-mail, and delete the original message.

\*\*\*\*\*



**Subject:** RE: Alternative Licensure

**From:** "Dr. Dwight C. Watson" <dwright.watson@uni.edu>

**Date:** 2/23/2012 4:49 PM

**To:** "Jeneane Beck" <jeneane.beck@uni.edu>

**CC:** "Patricia Geadelmann" <Patricia.Geadelmann@uni.edu>

To bundle methodology, assessment, and classroom management could only be in an introduction to education course that could not possibly be at the applied level.

Dr. Dwight C. Watson  
Dean, College of Education  
University of Northern Iowa

**From:** Jeneane Beck [mailto:jeneane.beck@uni.edu]  
**Sent:** Thursday, February 23, 2012 4:18 PM  
**To:** Jane Larson; Patricia Geadelmann  
**Cc:** Keith D Saunders; Ann McCarthy; Dwight C. Watson  
**Subject:** Alternative Licensure

Jane,

Representative Josh Byrnes would like assistance from someone at UNI to help provide an outline of a possible class the University could offer for someone seeking an alternative license to teach math or science.

His legislation HF 2208 made it out of the Education committee but he'd like to win a few democratic votes. Democrats are largely concerned about making sure these candidates would have the appropriate training in pedagogy.

He envisions a single, three credit class taught online, that includes abbreviated instruction on methodology, grading, and classroom management. The class is geared to retired professionals (think engineers) that are willing to fill a shortage area in their local school.

I realize many people on our campus have concerns about this bill. But is this something we can help with?

Jeneane

--

Jeneane Beck  
UNI State Relations Officer  
Board of Regents, State of Iowa  
11260 Aurora Avenue  
Urbandale IA 50322-7905  
Cell phone 515-971-2563

**Subject:** RE: Alternative Licensure

**From:** "Dr. Dwight C. Watson" <dwright.watson@uni.edu>

**Date:** 2/23/2012 5:07 PM

**To:** "'Jeneane Beck'" <jeneane.beck@uni.edu>, "'Jane Larson'" <jane.larson@uni.edu>, "'Patricia Geadelmann'" <patricia.geadelmann@uni.edu>

We have an alternative licensure program already that has a series of courses dedicated to the content suggested. This sort of abbreviated course does not provide the content or application that is required for adequate preparation.

Dr. Dwight C. Watson  
Dean, College of Education  
University of Northern Iowa

**From:** Jeneane Beck [mailto:jeneane.beck@uni.edu]  
**Sent:** Thursday, February 23, 2012 4:18 PM  
**To:** Jane Larson; Patricia Geadelmann  
**Cc:** Keith D Saunders; Ann McCarthy; Dwight C. Watson  
**Subject:** Alternative Licensure

Jane,

Representative Josh Byrnes would like assistance from someone at UNI to help provide an outline of a possible class the University could offer for someone seeking an alternative license to teach math or science.

His legislation HF 2208 made it out of the Education committee but he'd like to win a few democratic votes. Democrats are largely concerned about making sure these candidates would have the appropriate training in pedagogy.

He envisions a single, three credit class taught online, that includes abbreviated instruction on methodology, grading, and classroom management. The class is geared to retired professionals (think engineers) that are willing to fill a shortage area in their local school.

I realize many people on our campus have concerns about this bill. But is this something we can help with?

Jeneane

--

Jeneane Beck  
UNI State Relations Officer  
Board of Regents, State of Iowa  
11260 Aurora Avenue  
Urbandale IA 50322-7905  
Cell phone 515-971-2563

**Subject:** KWWL/Level 2s  
**From:** Courtney Clausen <courtney.clausen@uni.edu>  
**Date:** 2/23/2012 8:09 PM  
**To:** PLS faculty <mpls@uni.edu>

If anyone has Level 2 Students that want to share their opinions on the proposed closure of Price Lab and/or the "unknown" restructuring of the College of Education, please have them email Adam Amdor at KWWL.

In addition, here is a video-clip from this afternoon's press conference: <http://www.kwwl.com/story/17002793/mpls-uni-cuts-to-be-announced-this-afternoon>

Thanks,

--

Courtney K. Clausen  
Teacher, Social Studies  
Northern University High School  
Transforming to Iowa's  
Research and Development School  
[courtney.clausen@uni.edu](mailto:courtney.clausen@uni.edu)  
Office: (319) 273-2056

**Subject:** PLS/NU High  
**From:** Hanna Wiesley <hwiesley@gmail.com>  
**Date:** 2/23/2012 10:23 PM  
**To:** dwight.watson@uni.edu

Dr. Watson,

My name is Hanna Wiesley and I am a 2007 graduate of Northern University High School. I began my journey at PLS when I was in Kindergarten and was fortunate enough to be a part of the panther family until I graduated in May of 2007. To say that being a part of this school has helped shape me into the lady I am today would be an understatement. I am still not quite sure how to put into words how much PLS and NU High mean to me but know that without the education I received from this school I would be floundering in the world today.

Being able to start kindergarten in a school that is driven by research and one that was filled with highly qualified teachers set me on track to become the best student I could be. I had teachers who were extremely caring, knowledgeable, and willing to do whatever it took to meet my needs. As a fragile reader in first and second grade I had teachers who refused to give up on me, but rather tried every research based strategy they could to close the gap between myself and my peers. Because I went to PLS and was part of a small community my teachers had time to focus their attention on my needs rather than being immediately placed in special education. I was able to receive the supports I needed throughout elementary school and as a future educator I can say with 100% certainty that would not have happened to the extent it did if I were placed in a public school.

As I continued growing into middle and high school I was able to participate in activities I would have never tried or been able to do if I would not have gone to NU High. I am proud to say I was a part of volleyball, soccer, cheerleading, band, choir, peer helpers, student council, theater, foreign language, student exchange, and cadet teaching. I can also say with 100% positivity that I would not have been able to be a part of all those activities if I would have gone to public schools. NU High provides opportunities to succeed for every child in whatever activity they are interested in. Because I went to NU High I received the most holistic education I could and became a very well rounded individual.

One of the biggest challenges presented to me as a student at NU High was to critically think about the world. It was not enough to think about just ourselves, or our school. We were forced to see the bigger picture, and not only learn about the world we live in but make sense of it. I interacted with people who were very different from myself on a daily basis and it was unacceptable to not make those interactions part of my life. I would not have been socially or academically prepared for college without the education I received at NU High.

I realize you have received many emails from alumni, students, and parents from PLS and NU High and I am also sure you probably are not reading them. I also realize I could type you a

much longer email about all the things I love about PLS and NU High but that those things do not mean anything to you. What I do want you to know is that by making these statements, and by threatening to close PLS and NU High you are ripping the lives of over 400 students apart. You did not receive an education from PLS and NU High so you do not know the impact this school has on the students. You also are not a pre-service teacher who is learning from highly qualified teachers at PLS and NU High. I want you to know that is the wrong choice, and that you are extremely unqualified to make decisions and statements about the quality of PLS and NU High. Please spend some time with the students, faculty, and parents and learn what it is like to be part of the NU and PLS family.

Thank you,  
Hanna Wiesley

  
Hanna Wiesley  
Iowa State University  
319.290.4408 | [hwiesley@gmail.com](mailto:hwiesley@gmail.com)

**Subject:** RE: Dean Watson and March 3 news talk  
**From:** "Dr. Dwight C. Watson" <dwright.watson@uni.edu>  
**Date:** 2/24/2012 10:38 AM  
**To:** "'Rose Lorenz'" <RLorenz@panthersupply.com>, "'Gerri Perreault'" <geraldine.perreault@gmail.com>  
**CC:** "'Mary-Sue Bartlett'" <Mary-Sue.Bartlett@uni.edu>

We have cancelled this session.

Dr. Dwight C. Watson  
Dean, College of Education  
University of Northern Iowa

---

**From:** Rose Lorenz [mailto:RLorenz@panthersupply.com]  
**Sent:** Friday, February 24, 2012 10:13 AM  
**To:** Gerri Perreault; dwright.watson  
**Cc:** Mary-Sue Bartlett  
**Subject:** RE: Dean Watson and March 3 news talk

Dear Gerri and Dwight,

I haven't seen a response to Gerri's question to whether or not to host NewsTalk. Keeping in mind the current climate, I am concerned with the limited space and security issues it might present for UBS.

\*\*\*If we do continue with Mar 3<sup>rd</sup>'s NewsTalk, we should consider moving it. Rose

**From:** Gerri Perreault [mailto:geraldine.perreault@gmail.com]  
**Sent:** Wednesday, February 22, 2012 8:36 PM  
**To:** dwright.watson  
**Cc:** geraldine.perreault; Rose Lorenz; Mary-Sue Bartlett  
**Subject:** Dean Watson and March 3 news talk

*Hi Dwight,*

*I heard that Pres. Allen was going to recommend PLS be closed as of July 1.*

*Your March 3 session has been advertized with flyers and e-mails to all faculty. I was just doing to do a press release to area newspapers, radios, and TV stations. Do you want to cancel the session or change the topic?*

*Gerri*

-----

**EXCERPT FROM FLYER:**

**News Talk: Price Lab Research and Development School**

Saturday, March 3, 2012  
10:30-11:30 a.m. - University Book and Supply  
Dwight Watson - Dean, College of Education, UNI

RE: Dean Watson and March 3 news talk

Description: Will discuss plans for Price Lab as a research and development school

**Subject:** RE: MPLS  
**From:** "Dr. Dwight C. Watson" <dwright.watson@uni.edu>  
**Date:** 2/24/2012 10:57 AM  
**To:** "'Lee Weber'" <leeweberfamily@gmail.com>

The President may leverage support from Mr. Jacobson in the future, but not for MPLS. A donor campaign was suggested.

Dr. Dwight C. Watson  
Dean, College of Education  
University of Northern Iowa

**From:** Lee Weber [mailto:leeweberfamily@gmail.com]  
**Sent:** Friday, February 24, 2012 10:48 AM  
**To:** dwright.watson@uni.edu  
**Subject:** MPLS

Dear Dwight:

Thank you for stepping up and standing up for us and for what you think is right. You are in a difficult position and we understand that.

Here is one idea I have not heard anyone else float; it is a wild thought, but you never know...

What about our wealthy benefactor, Mr. Jacobsen, who provided all the literacy money to the COE.? I do not know him personally or even know if he resides in the area. I do not know if he is aware of the events of the last week. I do not know if he would have any interest in these events, but....you may know.

You may also have some idea if he could be of help, either by way of private/public communication to policy-makers, or with offers of financial assistance.

Thanks for listening, and hang in there.

Lee and Lou Weber  
MPLS Faculty Members



**Subject:** FW: Elementary Teacher Education Senate Agenda for Jan. 12, 2012  
**From:** "Dr. Dwight C. Watson" <dwright.watson@uni.edu>  
**Date:** 2/24/2012 11:00 AM  
**To:** "Gloria Gibson" <gloria.gibson@uni.edu>, "Ben Allen" <ben.allen@uni.edu>

This meeting is being held today.

Dr. Dwight C. Watson  
Dean, College of Education  
University of Northern Iowa

**From:** Becky Hawbaker <becky.hawbaker@uni.edu>  
**Date:** February 23, 2012 10:21:52 PM CST  
**To:** Melissa Heston <melissa.heston@uni.edu>  
**Cc:** Tony Gabriele <anthony.gabriele@uni.edu>, Amy Lockhart <amy.lockhart@uni.edu>, Linda Fitzgerald <Linda.Fitzgerald@uni.edu>, Denise Tallakson <denise.tallakson@uni.edu>, "Dr. Jean Schneider" <jean.schneider@uni.edu>, Michelle Swanson <michelle.swanson@uni.edu>, Deb Tidwell <deborah.tidwell@uni.edu>, Wendy Miller <wendy.miller@uni.edu>, Susan Brennan <susan.brennan@uni.edu>, Ripley Marston <ripley.marston@uni.edu>, Cherin Lee <cherin.lee@uni.edu>, deirdre heistad <d.heistad@uni.edu>, Lori Wurtz <lori.wurtz@uni.edu>, Barb Hill <barbara.hill@uni.edu>, TEF-all@uni.edu  
**Subject:** Re: Elementary Teacher Education Senate Agenda for Jan. 12, 2012

According to the UNI Teacher Education bylaws: "Special meetings of the Teacher Education Faculty may be called by petition of 25 voting members of the Teacher Education Faculty. The petition is submitted to the Chair of the TEF and must specify the reasons for calling the meeting. Such meetings shall take place within 30 calendar days of receipt of the petition. Twenty percent of the voting members of the Teacher Education Faculty shall be present to constitute a quorum for voting. Voting may also be conducted electronically.....All faculty who regularly teach Professional Education Sequence courses or methods courses in any college or who supervise field experiences are required voting members"

As TEF Chair, I have received a such a petition for a special emergency meeting to respond to President Allen's recommendation to close Price Lab School effective June 30, 2012. See below:

"The recommendation to close Malcolm Price Lab School was made without consultation or discussion with any UNI Teacher Education governing bodies. Such action is disturbing for many reasons. First, it demonstrates a disregard for the Iowa Chapter 79 Unit Governance

standard and the recent restructuring of teacher education governance when UNI did not meet this standard in the last accreditation cycle. More importantly, this recommendation will have a significant, direct, and potentially grave impact on the teacher education program. The draconian scope of the recommendation, the quick timeline for implementation, and the lack of any clear plan for replacing the vital contributions of Price Lab and its faculty put the teacher education program at serious risk. Because the Board of Regents has announced a special meeting to consider the MPLS closure recommendation on Monday, the petitioners ask the Chair of the Teacher Education Faculty to call a special emergency meeting for tomorrow, Friday, February 24th, in any available space in Schindler Education Center, to allow the teacher education stakeholders to weigh in on the recommendation. Further, the petitioners call for special meetings of the UNI Elementary and Secondary Senates on Teacher Education to do the same"

I hearby call for a special emergency meeting of the UNI Teacher Education Faculty for tomorrow, Friday, February 24th at 3:30, in Schindler Education Center. I have requested a classroom, but if one is not available, we will meet in the lobby. Given the timeline, I will attempt to make an electronic ballot available even if a quorum is present at the meeting.

FYI, below is an email I sent to PDS Site Coordinators in Cedar Falls and Waterloo Schools this morning. So far, I have responses from only two schools...with mixed reactions (not counting the responses from those who said only that they are praying for me)

As you know, yesterday UNI President Ben Allen announced that he is recommending the closure of Price Lab School effective July 1, 2012. My faculty line is in Price Lab and the extent of layoffs and reassignments is unclear. It may not be my job to coordinate field experiences with you next year, but it will be someone's job, so I want to be proactive about gathering information for whoever is in that role regarding the extent to which we can scale up to absorb field experiences currently at Price Lab.

Every year there are more than 1000 student field experiences at Price Lab (varying from 1377 to a high of 1904 last year) that total more than 20,000 contact hours. Not all are absolutely required to meet minimum required by the state (80 hours prior to student teaching), but they are all important to maintaining a quality program.

The most critical need will be the Level 2 field experience. Last year, there were about 300 Level 2s in the fall and spring semesters and about 20 in May term. That usually breaks down as 200 elementary and 100 secondary, although secondary numbers have been increasing. The current configuration of Level 2 is 25 hours with a placement that allows students to see learning progressions (i.e., scheduling the student multiple times per week rather than once a week like Level 1). Level 2 students are expected to plan and teach two formal lessons using the Teacher Work Sample methodology. When we piloted some Level 2 placements at Hansen, Central, Cedar Falls, and Edison in 2007, we provided a university supervisor to provide the journaling, reflection, and lesson planning expectations for the experience to limit demands on the mentor teacher, and I would hope that the new model would preserve that and other supports for the mentor teachers.

The other experiences are varied. Many are experiences your teachers have hosted before, but UNI used Price Lab as the back up when they could not find enough teachers (e.g., the science methods courses, math methods courses, elementary literacy courses, elementary social studies methods). Others have used Price Lab exclusively for all sections of the course (e.g., Expressive Arts).

If these most of these experiences are maintained and if they continue to occur in the local area, I estimate that UNI will need to roughly triple the number of placements in all of the local schools (including the rural and private schools we work with). It may be that UNI will need to develop models that would enable students to complete field experiences outside of the local area in our student teaching network to meet this demand, but those relationships and models take time to develop.

I'll be honest. I am in a complete panic about how to make this all work in time for fall, and sort of hope it won't be my job to do it. Please discuss this with your teachers and ask them about their willingness to host Level 2 students and/or to increase the number of Level 1, 3 or other experiences, and tell me what they say and what you think. Consider whether it would be best to move to models in which schools specialize in a particular experience rather than placing multiple experiences in all schools and other strategies or approaches.

Thank you for all of your support. I will stay in contact and pass on information from my end and hope that you will do the same from yours.

--

Becky Wilson Hawbaker  
Director of the Professional Development School (PDS)  
Coordinator of Field Experiences  
Coordinator of Teacher Education Initiatives at Price Lab School  
University of Northern Iowa  
office (319) 273-7664  
fax (319) 273-6457

**Subject:** RE: Elementary Teacher Education Senate Agenda for Jan. 12, 2012  
**From:** "Dr. Dwight C. Watson" <dwight.watson@uni.edu>  
**Date:** 2/24/2012 11:00 AM  
**To:** "'Mary Herring'" <mary.herring@uni.edu>

I was aware, but thanks for the information.

Dr. Dwight C. Watson  
Dean, College of Education  
University of Northern Iowa

---

**From:** Mary Herring [mailto:mary.herring@uni.edu]  
**Sent:** Friday, February 24, 2012 6:59 AM  
**To:** Dwight C. Watson  
**Subject:** Fwd: Elementary Teacher Education Senate Agenda for Jan. 12, 2012

In case you did not receive.

Begin forwarded message:

**From:** Becky Hawbaker <becky.hawbaker@uni.edu>  
**Date:** February 23, 2012 10:21:52 PM CST  
**To:** Melissa Heston <melissa.heston@uni.edu>  
**Cc:** Tony Gabriele <anthony.gabriele@uni.edu>, Amy Lockhart <amy.lockhart@uni.edu>, Linda Fitzgerald <Linda.Fitzgerald@uni.edu>, Denise Tallakson <denise.tallakson@uni.edu>, "Dr. Jean Schneider" <jean.schneider@uni.edu>, Michelle Swanson <michelle.swanson@uni.edu>, Deb Tidwell <deborah.tidwell@uni.edu>, Wendy Miller <wendy.miller@uni.edu>, Susan Brennan <susan.brennan@uni.edu>, Ripley Marston <ripley.marston@uni.edu>, Cherin Lee <cherin.lee@uni.edu>, deirdre heistad <d.heistad@uni.edu>, Lori Wurtz <lori.wurtz@uni.edu>, Barb Hill <barbara.hill@uni.edu>, TEF-all@uni.edu  
**Subject:** Re: Elementary Teacher Education Senate Agenda for Jan. 12, 2012

According to the UNI Teacher Education bylaws: "Special meetings of the Teacher Education Faculty may be called by petition of 25 voting members of the Teacher Education Faculty. The petition is submitted to the Chair of the TEF and must specify the reasons for calling the meeting. Such meetings shall take place within 30 calendar days of receipt of the petition. Twenty percent of the voting members of the Teacher Education Faculty shall be present to constitute a quorum for voting. Voting may also be conducted electronically.....All faculty who regularly teach Professional Education Sequence courses or methods courses in any college or who supervise field experiences are required voting members"

As TEF Chair, I have received a such a petition for a special emergency meeting to respond to President Allen's recommendation to close Price Lab School effective June 30, 2012. See below:

"The recommendation to close Malcolm Price Lab School was made without consultation or discussion with any UNI Teacher Education governing bodies. Such action is disturbing for many reasons. First, it demonstrates a disregard for the Iowa Chapter 79 Unit Governance standard and the recent restructuring of teacher education governance when UNI did not meet this standard in the last accreditation cycle. More importantly, this recommendation will have a significant, direct, and potentially grave impact on the teacher education program. The draconian scope of the recommendation, the quick timeline for implementation, and the lack of any clear plan for replacing the vital contributions of Price Lab and its faculty put the teacher education program at serious risk. Because the Board of Regents has announced a special meeting to consider the MPLS closure recommendation on Monday, the petitioners ask the Chair of the Teacher Education Faculty to call a special emergency meeting for tomorrow, Friday, February 24th, in any available space in Schindler Education Center, to allow the teacher education stakeholders to weigh in on the recommendation. Further, the petitioners call for special meetings of the UNI Elementary and Secondary Senates on Teacher Education to do the same"

I hearby call for a special emergency meeting of the UNI Teacher Education Faculty for tomorrow, Friday, February 24th at 3:30, in Schindler Education Center. I have requested a classroom, but if one is not available, we will meet in the lobby. Given the timeline, I will attempt to make an electronic ballot available even if a quorum is present at the meeting.

FYI, below is an email I sent to PDS Site Coordinators in Cedar Falls and Waterloo Schools this morning. So far, I have responses from only two schools...with mixed reactions (not counting the responses from those who said only that they are praying for me)

As you know, yesterday UNI President Ben Allen announced that he is recommending the closure of Price Lab School effective July 1, 2012. My faculty line is in Price Lab and the extent of layoffs and reassignments is unclear. It may not be my job to coordinate field experiences with you next year, but it will be someone's job, so I want to be proactive about gathering information for whoever is in that role regarding the extent to

which we can scale up to absorb field experiences currently at Price Lab.

Every year there are more than 1000 student field experiences at Price Lab (varying from 1377 to a high of 1904 last year) that total more than 20,000 contact hours. Not all are absolutely required to meet minimum required by the state (80 hours prior to student teaching), but they are all important to maintaining a quality program.

The most critical need will be the Level 2 field experience. Last year, there were about 300 Level 2s in the fall and spring semesters and about 20 in May term. That usually breaks down as 200 elementary and 100 secondary, although secondary numbers have been increasing. The current configuration of Level 2 is 25 hours with a placement that allows students to see learning progressions (i.e., scheduling the student multiple times per week rather than once a week like Level 1). Level 2 students are expected to plan and teach two formal lessons using the Teacher Work Sample methodology. When we piloted some Level 2 placements at Hansen, Central, Cedar Falls, and Edison in 2007, we provided a university supervisor to provide the journaling, reflection, and lesson planning expectations for the experience to limit demands on the mentor teacher, and I would hope that the new model would preserve that and other supports for the mentor teachers.

The other experiences are varied. Many are experiences your teachers have hosted before, but UNI used Price Lab as the back up when they could not find enough teachers (e.g., the science methods courses, math methods courses, elementary literacy courses, elementary social studies methods). Others have used Price Lab exclusively for all sections of the course (e.g., Expressive Arts).

If these most of these experiences are maintained and if they continue to occur in the local area, I estimate that UNI will need to roughly triple the number of placements in all of the local schools (including the rural and private schools we work with). It may be that UNI will need to develop models that would enable students to complete field experiences outside of the local area in our student teaching network to meet this demand, but those relationships and models take time to develop.

I'll be honest. I am in a complete panic about how to make this all work in time for fall, and sort of hope it won't be my job to do it. Please discuss this with your teachers and ask them about their willingness to host Level 2 students and/or to increase the number of Level 1, 3 or other

experiences, and tell me what they say and what you think. Consider whether it would be best to move to models in which schools specialize in a particular experience rather than placing multiple experiences in all schools and other strategies or approaches.

Thank you for all of your support. I will stay in contact and pass on information from my end and hope that you will do the same from yours.

--

Becky Wilson Hawbaker  
Director of the Professional Development School (PDS)  
Coordinator of Field Experiences  
Coordinator of Teacher Education Initiatives at Price Lab School  
University of Northern Iowa  
office (319) 273-7664  
fax (319) 273-6457



**Subject:** FW: Don't let Ben Allen destroy education at UNI  
**From:** "Dr. Dwight C. Watson" <dwight.watson@uni.edu>  
**Date:** 2/24/2012 11:04 AM  
**To:** "Brian Flynn" <bkflynn@uni.edu>

Please print

Dr. Dwight C. Watson  
Dean, College of Education  
University of Northern Iowa

---

**From:** Stacy Glascock [mailto:sjglascock@yahoo.com]  
**Sent:** Thursday, February 23, 2012 11:22 PM  
**To:** jeff.danielson@legis.iowa.gov; bill.dotzler@legis.iowa.gov; walt.rogers@legis.state.ia.us; bob.kressig@legis.state.ia.us; info@terrybranstad.com; tom\_harkin@tomharkin.com; calangfarm@gmail.com; regentrastetter@gmail.com; regentcarroll@gmail.com; bobd@meardonlaw.com; ruth.harkin@cox.net; gretaaajohnson@gmail.com; miles.david.w@gmail.com; KsMulholland5@linnmar.k12.ia.us; dwight.watson@uni.edu; jon.crews@cedarfalls.com; jason.glass@iowa.gov; Anesa.Kajtazovic@legis.state.ia.us; Deborah.Berry@legis.state.ia.us; herman.quirnbach@legis.iowa.gov; brian.schoenjahn@legis.iowa.gov; shawn.hamerlinck@legis.iowa.gov; Jeremy.Taylor@legis.state.ia.us; sharon.steckman@legis.state.ia.us; cindy.winckler@legis.state.ia.us  
**Subject:** Don't let Ben Allen destroy education at UNI

Three years ago we sat in the library of Malcolm Price Laboratory School and listened to Benjamin Allen sing its praises, and how he was 100% supportive of the institution and its future transitioning into the state's Research and Development School. So, what has happened since then to lead him to the decision to eliminate the lab school? And how could he ever even consider that as an option when teacher education is at the core of his very own university?

Iowa State is known for agriculture and engineering....The University of Iowa is known for medicine and law.....UNI is the state premier teaching university....everyone knows that! But the thing that made UNI the best teaching college in Iowa is the hands on field experience and quality educators they have available to their students, just steps from campus! They provide amazing teachers at the school who KNOW HOW and who are WILLING TO educate UNI students and spend the hours training them to be the best teachers for not only Iowa, but for the country.

Without the lab school's hands on opportunities provided to students, it is just another College of Education department. Why would students choose UNI over other state universities? They won't.

We feel that the closing of this school would be very shortsighted and dangerous to the continued success of UNI.

Ben Allen also wants you to think that the program needs \$30 million dollars to continue to function, when that is far from the truth. The minimal amount of dollars saved by closing the school would only need to be re-allocated elsewhere to accommodate the huge number of UNI students that will need placement at others schools, dumping huge burdens on other districts financially as well as academically.

At such a crucial time in our nation, when teachers everywhere are struggling to keep kids in school and give them the tools they need to be successful, we implore you to make a commitment to UNI and the teaching program. Its closure would be detrimental, not only to UNI's enrollment and quality experiences in education, but the community as a whole.

Thank you for your consideration.

Sincerely,  
Dr. Daniel and Stacy Glascock  
2825 Huntington Rd.  
Waterloo, IA 50701  
319-404-5306  
[siglascock@yahoo.com](mailto:siglascock@yahoo.com)  
[snowdog227@yahoo.com](mailto:snowdog227@yahoo.com)

11

**Subject:** FW: Price Lab  
**From:** "Dr. Dwight C. Watson" <dwright.watson@uni.edu>  
**Date:** 2/24/2012 11:05 AM  
**To:** "Brian Flynn" <bkflyn@uni.edu>

Please print

Dr. Dwight C. Watson  
Dean, College of Education  
University of Northern Iowa

---

**From:** O'Connell Laura R [mailto:O'ConnellLauraR@JohnDeere.com]  
**Sent:** Thursday, February 23, 2012 10:48 PM  
**To:** brian.schoenjahn@legis.iowa.gov; shawn.hamerlinck@legis.iowa.gov; greg.foristall@legis.state.ia.us; Jeremy.Taylor@legis.state.ia.us; Sharon.steckman@legis.state.ia.us; regentrastetter@gmail.com; regentcarroll@gmail.com; ruth.harkin@cox.net; gretajohnson@gmail.com; miles.david.w@gmail.com; ksmulholland@linnmar.k12.ia.us; cindy.winkler@legis.state.ia.us; mbruns@iastate.edu; dwright.watson@uni.edu; bobd@meardonlaw.com  
**Subject:** Price Lab

I write in regards to the recent announcements made by UNI President Ben Allen. His proposal to request closing Iowa's Research and Development School is simply unconscionable. Closing the school hurts all Iowans.

While he claims a "changed landscape" in higher education, this is his singular vision and interpretation of that. I understand state funding for higher education is in decline. However, other funding options are available, have been offered, and have been refused by the current UNI administration.

I am concerned about how this will affect not only UNI's reputation as the state's premiere teaching college, but also how this will damage the state of Iowa's commitment to high-quality teacher education. Without the Research and Development School, UNI's mentorship of student teachers is no different from any other university's. Students come to UNI from across the state because they understand the value of having trained professionals mentor them in the classrooms during their field experiences. Closing the Research and Development school damages this crucial aspect of teacher education and forces additional costs onto future teachers in terms of time and transportation to increasingly distant and competitive placement sites.

As the change in name from Price Lab/ NU High to Iowa's Research and Development School indicates, there is also a huge contribution made to the state of Iowa. Practices and techniques developed at the school do, indeed, feed out across the state to other schools, districts, and AEAs, shaping our future generations. In its stead, no plan for teacher education in Iowa has been forwarded. President Allen also previously asked you to take a risk in voting for this change, but now he seeks to withdraw his support for that risk.

I know you can help make the case to other legislators and area leaders about the value of Iowa's Research and Development School. It is an added benefit to the Cedar Valley and to the state, not a competitor as some may attempt to characterize it. Please rally your colleagues as this situation proceeds through the Board of Regents and toward the legislature.

Sincerely,  
Laura O'Connell

**Subject:** RE: Cedar Valley Catholic Schools  
**From:** "Dr. Dwight C. Watson" <dwright.watson@uni.edu>  
**Date:** 2/24/2012 12:06 PM  
**To:** "'DBQMW01'" <DBQMW01@arch.pvt.k12.ia.us>

Thanks for this information. We will need all of the community support necessary in order to absorb the clinical practices that need to be replaced if Price Lab School is closed.

Dr. Dwight C. Watson  
Dean, College of Education  
University of Northern Iowa

-----Original Message-----

From: DBQMW01 [<mailto:DBQMW01@arch.pvt.k12.ia.us>] Sent: Thursday, February 23, 2012 10:44 PM  
To: [dwright.watson@uni.edu](mailto:dwright.watson@uni.edu)  
Subject: Cedar Valley Catholic Schools

Dr. Watson,

Hello! I know these are difficult times for all involved in the University of Northern Iowa's educational department. They are also difficult decisions that Dr. Allen has had to make. But, when the state is cutting back money allocated to the University, these difficult decisions must be made. All the Cedar Valley's thoughts are with your great institution during this transitional period.

With that said, I know that you have discussed some preliminary ideas in regards to what the educational department can do to supplement the teacher training programs at the University. I know two districts that have been considered are Cedar Falls and Waterloo public. I would like you to consider the Cedar Valley Catholic Schools in Waterloo in this mix. We are a progressive system of 1,100 students right here in the Cedar Valley. We have 1 high school, Columbus Catholic, a brand new state of the art middle school that will open in August, and three elementary schools. We are cutting-edge, using 1:1 technology with the use of iPad 2 for all students in grades 6-12. The engagement is amazing! We also use cutting-edge pedagogy based upon the Characteristics of Effective Teaching by Marzano. We also are working towards collaborative Professional Learning Communities as defined by the DuFours. I feel that our amazing scores, our amazing placement of 98% of our students into post-secondary education institutions, our 100% graduation rate, all while we are truly a reflection of the Cedar Valley demographically. We have a 30% non-caucasian students and 43% of our students are on free and reduced. Our results are amazing!

Again, we would love to be part of the conversation about teacher education with the University of Northern Iowa. I look forward to hearing from you. Thank you.

Sincerely,

Jeff Frost, Director of Education  
Cedar Valley Catholic Schools

3231 West 9th Street  
Waterloo, IA 50702  
phone: 319.232.1422  
fax: 319.232.3977

**Subject:** Re: TEF Special Meeting

**From:** Mary Doyle <mary.doyle@uni.edu>

**Date:** 2/25/2012 5:43 PM

**To:** Kathryn East <katheryn.east@uni.edu>

**CC:** Becky Hawbaker <becky.hawbaker@uni.edu>, "TEF-all@uni.edu" <TEF-all@uni.edu>, "plselem@uni.edu" <plselem@uni.edu>, plsmiddle list <plsmid@uni.edu>, "plshs@uni.edu" <plshs@uni.edu>

Yes!

Sent from my iPhone

On Feb 24, 2012, at 7:26 PM, Kathryn East <[katheryn.east@uni.edu](mailto:katheryn.east@uni.edu)> wrote:

As we did not get to finish our business today, this petition is being circulated to call a second emergency TEF meeting to complete our response to the purpose of the original petition: "The recommendation to close Malcolm Price Lab School was made without consultation or discussion with any UNI Teacher Education governing bodies. Such action is disturbing for many reasons. First, it demonstrates a disregard for the Iowa Chapter 79 Unit Governance standard and the recent restructuring of teacher education governance when UNI did not meet this standard in the last accreditation cycle. More importantly, this recommendation will have a significant, direct, and potentially grave impact on the teacher education program. The draconian scope of the recommendation, the quick timeline for implementation, and the lack of any clear plan for replacing the vital contributions of Price Lab and its faculty put the teacher education program at serious risk."

I would also like to suggest a motion to be considered at that meeting:

We reconfirm our opposition to the decision to close MPLS and request the following from the Regents before any final decision is made:

- sharing of the data that was used to make the decision
- a review of the process used to make the decision and its implications for curriculum and governance
- disclosure of the plan that is in place to assure that teacher education students will receive adequate clinical experience at Level 2 in the coming year

- the opportunity to provide the Regents additional data

Because the Board of Regents has announced a special meeting to consider the MPLS closure recommendation on Monday, the petitioners ask the Chair of the Teacher Education Faculty to call a special emergency meeting for this weekend, in any available space in Schindler Education Center, to allow the teacher education stakeholders to weigh in on the recommendation.

We need 25 signatures to move this forward. I trust that collecting them this way is acceptable. If you are committed to having a voice, please return the signed petition to me. As soon as we have 25 signatures, I will alert Becky.

Katheryn

--

Katheryn East  
Associate Professor  
Educational Psychology and Foundations  
University of Northern Iowa  
Cedar Falls, IA 50614-0607  
319.273.6789  
[eastk@uni.edu](mailto:eastk@uni.edu)

\*\*\*\*\*

As you watch, so are you watched.  
Terry Prachett, Unseen Academicals, pg. 301

\*\*\*\*\*

**Subject:** Re: Cedar Falls and Waterloo CSD Can Fill A Potential Void  
**From:** "Clark W. Goltz" <goltzcla@luther.edu>  
**Date:** 2/25/2012 7:18 PM  
**To:** "Dwight C. Watson" <dwright.watson@uni.edu>

Count on me. Stay strong. I can be a very confidential resource.  
Clark

On Sat, Feb 25, 2012 at 1:05 PM, Dwight C. Watson <dwright.watson@uni.edu> wrote:

Clark, I remember you well and I appreciate your support. Thanks for your willingness to help us during this time. Although I will be keeping this planning internal and connected to the two districts, I hope I can consult with you and others about your thoughts to review the draft planning.

Sent from my iPad

On Feb 25, 2012, at 8:45 AM, "Clark W. Goltz" <goltzcla@luther.edu> wrote:

- > Dr. Watson,
- > Clark Goltz here from South Winneshiek Elementary/Middle School in Ossian. We have met a couple of times. In fact, I was interviewed as one of the candidates for the student teacher supervisor for the Cedar Falls/Waterloo area last fall.
- >
- > I just wanted to let you know that you are on the right track in stating that the Cedar Falls and Waterloo Schools can fill the void for the "real school" experiences from UNI should the Lab School close. I worked as the Director of Elementary Education in the Cedar Falls School District for three years and I know those teachers well. I believe I could work with you to make this happen.
- >
- > I'd like to work with you to develop an action plan to make this possible. The best option would allow for a morning or afternoon in student's schedule where they could be assigned to a classroom in one of the schools. It may mean other colleges at UNI would have to make some changes as well, but it is possible.
- >
- > Stay strong and focus on the opportunities this change can make for the students at UNI. I'd be happy to meet with you and talk through some ideas.
- >
- > Clark Goltz,
- > Assistant Administrator
- > South Winneshiek School District
- > 563-380-1999



**Subject:** Re: TEF Special Meeting

**From:** Natalie Williams <natalie.williams@uni.edu>

**Date:** 2/25/2012 8:15 PM

**To:** Lee Weber <lee.weber@uni.edu>

**CC:** Beth Van Meeteren <beth.vanmeeteren@uni.edu>, Douglas Hotek <doug.hotek@uni.edu>, Katheryn East <katheryn.east@uni.edu>, Becky Hawbaker <becky.hawbaker@uni.edu>, TEF-all@uni.edu, "plselem@uni.edu" <plselem@uni.edu>, plsmiddle list <plsmid@uni.edu>, "plshs@uni.edu" <plshs@uni.edu>

I vote yes.

Natalie Williams

On 2/25/12 7:36 AM, Lee Weber wrote:

I vote yes.

Lee Weber

On Sat, Feb 25, 2012 at 9:26 AM, Beth Van Meeteren <beth.vanmeeteren@uni.edu> wrote:

I vote yes to the meeting.

On Sat, Feb 25, 2012 at 8:27 AM, Douglas Hotek <doug.hotek@uni.edu> wrote:

I vote yes to having this meeting.

On Fri, Feb 24, 2012 at 5:26 PM, Katheryn East <katheryn.east@uni.edu> wrote:

As we did not get to finish our business today, this petition is being circulated to call a second emergency TEF meeting to complete our response to the purpose of the original petition: "The recommendation to close Malcolm Price Lab School was made without consultation or discussion with any UNI Teacher Education governing bodies. Such action is disturbing for many reasons. First, it demonstrates a disregard for the Iowa Chapter 79 Unit Governance standard and the recent restructuring of teacher education governance when UNI did not meet this standard in the last accreditation cycle. More importantly, this recommendation will have a significant, direct, and potentially grave impact on the teacher education program. The draconian scope of the recommendation, the quick timeline for implementation, and the lack of any clear plan for replacing the vital contributions of Price Lab and its faculty put the teacher

education program at serious risk."

I would also like to suggest a motion to be considered at that meeting:

We reconfirm our opposition to the decision to close MPLS and request the following from the Regents before any final decision is made:

- sharing of the data that was used to make the decision
- a review of the process used to make the decision and its implications for curriculum and governance
- disclosure of the plan that is in place to assure that teacher education students will receive adequate clinical experience at Level 2 in the coming year
- the opportunity to provide the Regents additional data

Because the Board of Regents has announced a special meeting to consider the MPLS closure recommendation on Monday, the petitioners ask the Chair of the Teacher Education Faculty to call a special emergency meeting for this weekend, in any available space in Schindler Education Center, to allow the teacher education stakeholders to weigh in on the recommendation.

We need 25 signatures to move this forward. I trust that collecting them this way is acceptable. If you are committed to having a voice, please return the signed petition to me. As soon as we have 25 signatures, I will alert Becky.

Katheryn

--

Katheryn East  
Associate Professor  
Educational Psychology and Foundations  
University of Northern Iowa  
Cedar Falls, IA 50614-0607  
319.273.6789  
eastk@uni.edu

\*\*\*\*\*  
As you watch, so are you watched.

Terry Prachett, Unseen Academicals, pg. 301

\*\*\*\*\*

Beth Dykstra Van Meeteren  
C&I  
University of Northern Iowa

**Subject:** Re: HPELS EdD programs  
**From:** "Mary" <mary.herring@uni.edu>  
**Date:** 2/25/2012 8:25 PM  
**To:** "Dwight Watson" <dwright.watson@uni.edu>

Dwight, another piece is that the HPELS EdD did not start until 2006 this clock should not start ticking until at least 2009. That would put them way over the needed average.  
Sent from my Verizon Wireless BlackBerry

-----Original Message-----  
From: "Dr. Dwight C. Watson" <dwright.watson@uni.edu>  
Date: Fri, 24 Feb 2012 16:32:47 To: 'Christopher Edginton' <christopher.edginton@uni.edu>  
Cc: 'Mary Herring' <mary.herring@uni.edu>; 'Rodney Dieser' <rodney.dieser@uni.edu>; 'Todd Evans' <todd.evans@uni.edu>; 'Catherine Zeman' <catherine.zeman@uni.edu>; <Sam.lankford@uni.edu>  
Subject: RE: HPELS EdD programs

I am indeed your champion. The information in the paper was earlier deliberations. The program criterion is based on the past five year of graduates. This information is based on current enrollments and potential graduates. I will make sure the Provost see this information.

Dr. Dwight C. Watson  
Dean, College of Education  
University of Northern Iowa

-----Original Message-----  
From: Christopher Edginton [mailto:christopher.edginton@uni.edu] Sent: Friday, February 24, 2012 4:23 PM  
To: Dr. Dwight C. Watson  
Cc: Mary Herring; Rodney Dieser; Todd Evans; Catherine Zeman; Sam.lankford@uni.edu  
Subject: HPELS EdD programs

Dean Watson,

I was dismayed today to read the Des Moines Register's article entitled "Low-demand programs at risk amid university budget woes" indicating that the EdD program in various areas of the School of HPELS were in jeopardy. As you know we have worked hard to combined the three HPELS intensive study areas.

Further, a review of the actual number of students in the program, especially if the three areas as is the case in the proposed new curriculum configuration are combined, would produce sufficient numbers of graduates to warrant continuation.

Below are the enrollment figures for the Ed.D that we have on file:

Leisure	Health	Rehab Studies
25	5	2

TOTAL FOR RECONFIGURED PROGRAM  
32 + 9 new newly admitted students = 41

Mary Herring had previously indicated to me that the unit of measure would be the college as a whole. I don't know how this could have happened. Are we to be left out of the COE doctoral program? And, if so, why? Was no one consulted?

Be our champion! Sorry to bring this on the table in light of the poor decision to close PLS. If UNI can raise \$27 million to build a basketball arena and \$7 million for the HPC (combined \$34 million in funding raising) we could have raised \$30 to build a new lab school. The priorities of UNI need examination.

Chris

--

Christopher R. Edginton, Ph.D.  
Professor

School of Health, Physical  
Education & Leisure Services  
203 Wellness/Recreation Center  
University of Northern Iowa  
Cedar Falls, Iowa 50614-0241

E-mail: [Christopher.edginton@uni.edu](mailto:Christopher.edginton@uni.edu)

Tel: (319) 273-2840

Fax: (319) 273-5958

[www.uni.edu](http://www.uni.edu)

**Subject:** One week is not enough!  
**From:** "Amy Smith" <asmithpcs@dybb.com>  
**Date:** 2/25/2012 10:49 PM  
**To:** president@uni.edu, dwight.watson@uni.edu

Dear President Allen & Dean Watson:

I am writing to ask you to reconsider your recommendation of the sudden closure of Price Lab School. While I can certainly understand the importance of a budget and fiscal responsibility, I am also a firm believer in having your priorities straight and I cannot support what appears to be a hasty decision being made without even the slightest consideration of other options which may be available to keep such an important part of UNI and the city of Cedar Falls in place.

The part of your decision that I disagree with the most is your apparent need to accomplish your agenda in the quickest possible fashion. I have been a life-long resident of Cedar Falls and have spent my entire adult life positioning myself and choosing where I would live based in large part on the education I desired for my five children. Since open enrollment paperwork is due on March 1, your actions have now given me one week to make a decision regarding my daughter's education if I should want her to continue to attend a smaller-sized school.

Malcolm Price Lab School was in existence when you accepted your position at UNI, which means that you willingly took on the responsibility of the PK-12 education of the children in that building. For someone in such a prominent position at a university that is supposed to be one of the best in the nation at "educating the educators", I am shocked at your apparent disregard for these 366 children. What is the hurry in this situation that you could not have afforded me and the other parents a reasonable amount of time to make decisions regarding the future education of our children?

I respectfully ask that you delay your recommendation to close Price Lab School. I also ask that during that time you look for any available options that could put the university in a position to keep this valuable school open. If and when all options have been exhausted, I would ask that you give the parents of the PLS students more than one week to plan for their child's future. UNI is educating the teachers of the future. If your actions do not demonstrate any care or respect towards the children caught in this situation, then I am deeply concerned about the future of our educators and the state of the education system in general. Please reconsider.

Sincerely,  
Amy Smith

**Subject:** Re: TEF Special Meeting

**From:** James Davis <james.davis@uni.edu>

**Date:** 2/26/2012 10:02 AM

**To:** Katheryn East <katheryn.east@uni.edu>

**CC:** Becky Hawbaker <becky.hawbaker@uni.edu>, TEF-all@uni.edu, "plselem@uni.edu" <plselem@uni.edu>, plsmiddle list <plsmid@uni.edu>, "plshs@uni.edu" <plshs@uni.edu>

Yes. JSDavis

On 2/24/2012 7:26 PM, Katheryn East wrote:

As we did not get to finish our business today, this petition is being circulated to call a second emergency TEF meeting to complete our response to the purpose of the original petition: "The recommendation to close Malcolm Price Lab School was made without consultation or discussion with any UNI Teacher Education governing bodies. Such action is disturbing for many reasons. First, it demonstrates a disregard for the Iowa Chapter 79 Unit Governance standard and the recent restructuring of teacher education governance when UNI did not meet this standard in the last accreditation cycle. More importantly, this recommendation will have a significant, direct, and potentially grave impact on the teacher education program. The draconian scope of the recommendation, the quick timeline for implementation, and the lack of any clear plan for replacing the vital contributions of Price Lab and its faculty put the teacher education program at serious risk."

I would also like to suggest a motion to be considered at that meeting:

We reconfirm our opposition to the decision to close MPLS and request the following from the Regents before any final decision is made:

- sharing of the data that was used to make the decision
- a review of the process used to make the decision and its implications for curriculum and governance
- disclosure of the plan that is in place to assure that teacher education students will receive adequate clinical experience at Level 2 in the coming year
- the opportunity to provide the Regents additional data

Because the Board of Regents has announced a special meeting to

consider the MPLS closure recommendation on Monday, the petitioners ask the Chair of the Teacher Education Faculty to call a special emergency meeting for this weekend, in any available space in Schindler Education Center, to allow the teacher education stakeholders to weigh in on the recommendation.

We need 25 signatures to move this forward. I trust that collecting them this way is acceptable. If you are committed to having a voice, please return the signed petition to me. As soon as we have 25 signatures, I will alert Becky.

Katheryn

--  
Katheryn East  
Associate Professor  
Educational Psychology and Foundations  
University of Northern Iowa  
Cedar Falls, IA 50614-0607  
319.273.6789  
[eastk@uni.edu](mailto:eastk@uni.edu)

\*\*\*\*\*  
As you watch, so are you watched.  
Terry Prachett, Unseen Academicals, pg. 301  
\*\*\*\*\*



**Subject:** Re: TEF Special Meeting

**From:** Laura Fischer Walter <nuhsbiology@gmail.com>

**Date:** 2/26/2012 10:24 AM

**To:** Katheryn East <katheryn.east@uni.edu>

**CC:** Becky Hawbaker <becky.hawbaker@uni.edu>, TEF-all@uni.edu, "plselem@uni.edu" <plselem@uni.edu>, plsmiddle list <plsmid@uni.edu>, "plshs@uni.edu" <plshs@uni.edu>

I trust you have all the signatures you need, but here's mine just in case.

Laura E. Fischer Walter

On Fri, Feb 24, 2012 at 7:26 PM, Katheryn East <katheryn.east@uni.edu> wrote:

As we did not get to finish our business today, this petition is being circulated to call a second emergency TEF meeting to complete our response to the purpose of the original petition: "The recommendation to close Malcolm Price Lab School was made without consultation or discussion with any UNI Teacher Education governing bodies. Such action is disturbing for many reasons. First, it demonstrates a disregard for the Iowa Chapter 79 Unit Governance standard and the recent restructuring of teacher education governance when UNI did not meet this standard in the last accreditation cycle. More importantly, this recommendation will have a significant, direct, and potentially grave impact on the teacher education program. The draconian scope of the recommendation, the quick timeline for implementation, and the lack of any clear plan for replacing the vital contributions of Price Lab and its faculty put the teacher education program at serious risk."

I would also like to suggest a motion to be considered at that meeting:

We reconfirm our opposition to the decision to close MPLS and request the following from the Regents before any final decision is made:

- sharing of the data that was used to make the decision
- a review of the process used to make the decision and its implications for curriculum and governance
- disclosure of the plan that is in place to assure that teacher education students will receive adequate clinical experience at Level 2 in the coming year
- the opportunity to provide the Regents additional data

Because the Board of Regents has announced a special meeting to

consider the MPLS closure recommendation on Monday, the petitioners ask the Chair of the Teacher Education Faculty to call a special emergency meeting for this weekend, in any available space in Schindler Education Center, to allow the teacher education stakeholders to weigh in on the recommendation.

We need 25 signatures to move this forward. I trust that collecting them this way is acceptable. If you are committed to having a voice, please return the signed petition to me. As soon as we have 25 signatures, I will alert Becky.

Katheryn

--  
Katheryn East  
Associate Professor  
Educational Psychology and Foundations  
University of Northern Iowa  
Cedar Falls, IA 50614-0607  
319.273.6789  
eastk@uni.edu

\*\*\*\*\*  
As you watch, so are you watched.  
Terry Prachett, Unseen Academicals, pg. 301  
\*\*\*\*\*

**Subject:** Fwd: One week is not enough!  
**From:** "Dwight C. Watson" <dwright.watson@uni.edu>  
**Date:** 2/26/2012 11:21 AM  
**To:** Mary-Sue Bartlett <mary-sue.bartlett@uni.edu>

Please print

Sent from my iPad

Begin forwarded message:

**From:** "Amy Smith" <asmithpcs@dybb.com>  
**Date:** February 25, 2012 10:49:12 PM CST  
**To:** <president@uni.edu>, <dwright.watson@uni.edu>  
**Subject:** One week is not enough!

Dear President Allen & Dean Watson:

I am writing to ask you to reconsider your recommendation of the sudden closure of Price Lab School. While I can certainly understand the importance of a budget and fiscal responsibility, I am also a firm believer in having your priorities straight and I cannot support what appears to be a hasty decision being made without even the slightest consideration of other options which may be available to keep such an important part of UNI and the city of Cedar Falls in place.

The part of your decision that I disagree with the most is your apparent need to accomplish your agenda in the quickest possible fashion. I have been a life-long resident of Cedar Falls and have spent my entire adult life positioning myself and choosing where I would live based in large part on the education I desired for my five children. Since open enrollment paperwork is due on March 1, your actions have now given me one week to make a decision regarding my daughter's education if I should want her to continue to attend a smaller-sized school.

Malcolm Price Lab School was in existence when you accepted your position at UNI, which means that you willingly took on the responsibility of the PK-12 education of the children in that building. For someone in such a prominent position at a university that is supposed to be one of the best in the nation at "educating the educators", I am shocked at your apparent disregard for these 366 children. What is the hurry in this situation that you could not have afforded me and the other parents a reasonable amount of time to make decisions regarding the future education of our children?

I respectfully ask that you delay your recommendation to close Price Lab School. I also ask that during that time you look for any available options that could put the university in a position to keep this valuable school open. If and when all options have been exhausted, I would ask that you give the parents of the PLS students more than one week to plan for their child's future. UNI is educating the teachers of the future. If your actions do not demonstrate any care or respect

towards the children caught in this situation, then I am deeply concerned about the future of our educators and the state of the education system in general. Please reconsider.

Sincerely,  
Amy Smith

**Subject:** Re: One week is not enough!  
**From:** "Dwight C. Watson" <dwright.watson@uni.edu>  
**Date:** 2/26/2012 11:21 AM  
**To:** Amy Smith <asmithpcs@dybb.com>

Thanks for your support.

Sent from my iPad

On Feb 25, 2012, at 10:49 PM, "Amy Smith" <asmithpcs@dybb.com> wrote:

Dear President Allen & Dean Watson:

I am writing to ask you to reconsider your recommendation of the sudden closure of Price Lab School. While I can certainly understand the importance of a budget and fiscal responsibility, I am also a firm believer in having your priorities straight and I cannot support what appears to be a hasty decision being made without even the slightest consideration of other options which may be available to keep such an important part of UNI and the city of Cedar Falls in place.

The part of your decision that I disagree with the most is your apparent need to accomplish your agenda in the quickest possible fashion. I have been a life-long resident of Cedar Falls and have spent my entire adult life positioning myself and choosing where I would live based in large part on the education I desired for my five children. Since open enrollment paperwork is due on March 1, your actions have now given me one week to make a decision regarding my daughter's education if I should want her to continue to attend a smaller-sized school.

Malcolm Price Lab School was in existence when you accepted your position at UNI, which means that you willingly took on the responsibility of the PK-12 education of the children in that building. For someone in such a prominent position at a university that is supposed to be one of the best in the nation at "educating the educators", I am shocked at your apparent disregard for these 366 children. What is the hurry in this situation that you could not have afforded me and the other parents a reasonable amount of time to make decisions regarding the future education of our children?

I respectfully ask that you delay your recommendation to close Price Lab School. I also ask that during that time you look for any available options that could put the university in a position to keep this valuable school open. If and when all options have been exhausted, I would ask that you give the parents of the PLS students more than one week to plan for their child's future. UNI is educating the teachers of the future. If your actions do not demonstrate any care or respect towards the children caught in this situation, then I am deeply concerned about the future of our educators and the state of the education system in general. Please reconsider.

Sincerely,  
Amy Smith

**Subject:** Re: Student Address  
**From:** "Dwight C. Watson" <dwight.watson@uni.edu>  
**Date:** 2/26/2012 11:22 AM  
**To:** Stacey Christensen <stacey.christensen@uni.edu>

Feel free to make these modifications. an you insert where you see these points fit and soften the concern tone.

Sent from my iPad

On Feb 25, 2012, at 10:21 PM, Stacey Christensen <[stacey.christensen@uni.edu](mailto:stacey.christensen@uni.edu)> wrote:

Dwight, I think your points are good. The main outcome of the meeting should be to calm students' concerns about their field experiences and about the quality of the experiences and our programs. If we believe it's true, I think we should also state the benefits to having more diverse educational settings and experiences that come outside of the MPLS setting. We should emphasize that students will be even more prepared with these diverse experiences.

Dwight, one thing I notice you continue to say is that you are concerned about the situation and future too. I think we need to be careful not to state this in a way that may appear that you don't have confidence in moving forward. You want to show strong leadership, vision and confidence in moving forward.

Stacey Christensen  
University of Northern Iowa  
Public Relations Manager  
[stacey.christensen@uni.edu](mailto:stacey.christensen@uni.edu)  
319-273-6728  
[www.uni.edu/newsroom](http://www.uni.edu/newsroom)

On Feb 25, 2012, at 4:04 PM, Dwight Watson wrote:

<Collaborative Partnership.docx>

**Subject:** Re: Cedar Falls and Waterloo CSD Can Fill A Potential Void  
**From:** "Dwight C. Watson" <dwright.watson@uni.edu>  
**Date:** 2/26/2012 11:28 AM  
**To:** "Clark W. Goltz" <goltzcla@luther.edu>

Thank you.

Sent from my iPad

On Feb 25, 2012, at 7:18 PM, "Clark W. Goltz" <goltzcla@luther.edu> wrote:

Count on me. Stay strong. I can be a very confidential resource.  
Clark

On Sat, Feb 25, 2012 at 1:05 PM, Dwight C. Watson <dwright.watson@uni.edu> wrote:  
Clark, I remember you well and I appreciate your support. Thanks for your willingness to help us during this time. Although I will be keeping this planning internal and connected to the two districts, I hope I can consult with you and others about your thoughts to review the draft planning.

Sent from my iPad

On Feb 25, 2012, at 8:45 AM, "Clark W. Goltz" <goltzcla@luther.edu> wrote:

- > Dr. Watson,
- > Clark Goltz here from South Winneshiek Elementary/Middle School in Ossian. We have met a couple of times. In fact, I was interviewed as one of the candidates for the student teacher supervisor for the Cedar Falls/Waterloo area last fall.
- >
- > I just wanted to let you know that you are on the right track in stating that the Cedar Falls and Waterloo Schools can fill the void for the "real school" experiences from UNI should the Lab School close. I worked as the Director of Elementary Education in the Cedar Falls School District for three years and I know those teachers well. I believe I could work with you to make this happen.
- >
- > I'd like to work with you to develop an action plan to make this possible. The best option would allow for a morning or afternoon in student's schedule where they could be assigned to a classroom in one of the schools. It may mean other colleges at UNI would have to make some changes as well, but it is possible.
- >
- > Stay strong and focus on the opportunities this change can make for the students at UNI. I'd be happy to meet with you and talk through some ideas.

- >
- > Clark Goltz,
- > Assistant Administrator
- > South Winneshiek School District
- > 563-380-1999



**Subject:** Re: Concerns from a Mathematics Professor  
**From:** "Dwight C. Watson" <dwright.watson@uni.edu>  
**Date:** 2/26/2012 11:32 AM  
**To:** Elizabeth Hughes <elizabeth.hughes@uni.edu>

Thank you Elizabeth for this information. If we must move forward without the lab school, we have to keep in mind the need for constant placements with teachers who possess expertise pertaining to the Iowa Core.

Sent from my iPad

On Feb 25, 2012, at 5:05 PM, Elizabeth Hughes <elizabeth.hughes@uni.edu> wrote:

I am an Assistant Professor of Mathematics Education at UNI. I teach mathematics methods courses for future secondary mathematics teachers. These courses also incorporate a "level III" field experience of 25 hours in a middle/junior high or high school in the local area.

Every year it is an extreme challenge to place my UNI students in local mathematics classrooms. There are not enough local mathematics teachers willing to take our students for this field experience. The local schools are consistently willing or able to take only 80% of my UNI students. It's clear to me that the local market is saturated already. Therefore, I rely each year on Price Lab school to take at least six of my UNI students. Without Price Lab being able to take on these UNI students, I am very concerned about where these students might be placed next year.

Beyond the numbers of having enough classrooms to place my UNI students in for field experiences, there is also the issue of consistency of field experiences. By the time UNI students come to my methods class, they have all had a field experience, "level II", at Price Lab. I know the kind of curriculum and teaching that my students have experienced at Price Lab and it aligns with the Iowa Core and what I want to teach UNI students in my methods classes. It is extremely valuable for the UNI students to have a consistent early field experience by the time they reach their methods course. Having UNI students all have their "level II" field experience at Price Lab, means that I can build on that experience in specific and meaningful ways in my methods classes. While I value the diversity that students may experience in other local classrooms, a critical element of the Level II experience at Price Lab is the assurance that students will be exposed to a curriculum and teaching methods that are aligned with the Iowa Core. I would not be able to build on their experiences in the same way without their common Price Lab experiences.

Finally, closing Price Lab limits my abilities to do research on mathematics education

topics such as teaching strategies and best practices in teacher education. It is quite challenging to get the school district, principal, teachers, and parents to be willing to open their doors up to UNI faculty for research and to try innovative teaching practices. Price Lab and its partnership with UNI faculty in research was an important factor in my decision to accept a position at UNI. Price Lab and its relationship with the university make UNI unique and desirable. Moreover, I recently served on a search committee for new Mathematics Education faculty. Several of our candidates were explicitly interested in the prospect of working with Price Lab. The idea of a "Lab" school is not something that we consider antiquated.

Elizabeth K. Hughes, Ed.D.  
Assistant Professor  
Mathematics Department  
University of Northern Iowa  
325 Wright Hall  
1227 W. 27th St.  
Cedar Falls, IA 50614  
319-273-6969

**Subject:** Fwd: Concerns from a Mathematics Professor  
**From:** "Dwight C. Watson" <dwright.watson@uni.edu>  
**Date:** 2/26/2012 11:32 AM  
**To:** Mary-Sue Bartlett <mary-sue.bartlett@uni.edu>

Please print.

Sent from my iPad

Begin forwarded message:

**From:** Elizabeth Hughes <[elizabeth.hughes@uni.edu](mailto:elizabeth.hughes@uni.edu)>  
**Date:** February 25, 2012 5:05:17 PM CST  
**To:** [dwright.watson@uni.edu](mailto:dwright.watson@uni.edu)  
**Subject:** Concerns from a Mathematics Professor

I am an Assistant Professor of Mathematics Education at UNI. I teach mathematics methods courses for future secondary mathematics teachers. These courses also incorporate a "level III" field experience of 25 hours in a middle/junior high or high school in the local area.

Every year it is an extreme challenge to place my UNI students in local mathematics classrooms. There are not enough local mathematics teachers willing to take our students for this field experience. The local schools are consistently willing or able to take only 80% of my UNI students. It's clear to me that the local market is saturated already. Therefore, I rely each year on Price Lab school to take at least six of my UNI students. Without Price Lab being able to take on these UNI students, I am very concerned about where these students might be placed next year.

Beyond the numbers of having enough classrooms to place my UNI students in for field experiences, there is also the issue of consistency of field experiences. By the time UNI students come to my methods class, they have all had a field experience, "level II", at Price Lab. I know the kind of curriculum and teaching that my students have experienced at Price Lab and it aligns with the Iowa Core and what I want to teach UNI students in my methods classes. It is extremely valuable for the UNI students to have a consistent early field experience by the time they reach their methods course. Having UNI students all have their "level II" field experience at Price Lab, means that I can build on that experience in specific and meaningful ways in my methods classes. While I value the diversity that students may experience in other local classrooms, a critical element of the Level II experience at Price Lab is the assurance that students will be exposed to a curriculum and teaching methods that are aligned with the Iowa Core. I would not be

able to build on their experiences in the same way without their common Price Lab experiences.

Finally, closing Price Lab limits my abilities to do research on mathematics education topics such as teaching strategies and best practices in teacher education. It is quite challenging to get the school district, principal, teachers, and parents to be willing to open their doors up to UNI faculty for research and to try innovative teaching practices. Price Lab and its partnership with UNI faculty in research was an important factor in my decision to accept a position at UNI. Price Lab and its relationship with the university make UNI unique and desirable. Moreover, I recently served on a search committee for new Mathematics Education faculty. Several of our candidates were explicitly interested in the prospect of working with Price Lab. The idea of a "Lab" school is not something that we consider antiquated.

--  
Elizabeth K. Hughes, Ed.D.  
Assistant Professor  
Mathematics Department  
University of Northern Iowa  
325 Wright Hall  
1227 W. 27th St.  
Cedar Falls, IA 50614  
319-273-6969

**Subject:** Fwd: UNI

**From:** "Dwight C. Watson" <dwright.watson@uni.edu>

**Date:** 2/26/2012 11:33 AM

**To:** Mary-Sue Bartlett <mary-sue.bartlett@uni.edu>

Please print

Sent from my iPad

Begin forwarded message:

**From:** Keith Stamp <kstamp50@yahoo.com>

**Date:** February 25, 2012 3:27:45 PM CST

**To:** "dwright.watson@uni.edu" <dwright.watson@uni.edu>

**Subject:** UNI

**Reply-To:** Keith Stamp <kstamp50@yahoo.com>

Dear Dr. Watson:

I am a proud alumnus of UNI earning bachelor's master's and doctorate degrees. I am particularly impressed with the quality of education at UNI. I have served as a high school social studies teacher, high school principal and currently as an administrator at Grant Wood AEA. I am writing to express my perceptions, concerns, and opposition with my understanding of the proposed elimination of the Price Lab School.

I realize that the possibility exists that some of my perceptions may not include all of the information available but I wish to share my perceptions.

Initially UNI has a long tradition of excellence of providing teacher education candidates a blend of research, theory, and practical exposure to teaching. The Lab School provides students important early experiences to observe and begin some early opportunities to guide student learning with the supervision of a professional. I am convinced that the multiple exposures early in the teacher education program helps distinguish UNI students from many other programs. I read that a plan exists to replace this support for teacher education students. What is the plan to continue the early and continuous exposure to engage in field based experiences prior to student teaching with appropriate support and feedback from professionals?

A second service of the Lab School is to lead professional learning for educators in the field. For example, I have utilized Lab School staff to help guide professional learning for teacher's currently in the field. I found the Lab School staff that I was engaged with to be very informed of current research and best practices. Furthermore, an advantage Lab School teachers have is to be in the classroom currently which provides the Lab School staff to have considerable credibility and rapport with practicing teachers. If the Lab School is closed how will UNI continue

to be a resource to help guide practicing teachers with their professional learning and have the credibility of with the current practitioner?

My final concern is that from a distance (my perception) is the process for closing the Lab School has not been a decision making process that has allowed for much input/feedback as the recommendation proceeds to the Board of Regents. A decision of this significance deserves some important opportunities for input and feedback. This is magnified by a Board of Regents meeting conducted by phone conference call less than a week after the recommendation to close the Lab School. A more collaborative process may assist the public to better comprehend the rationale and plans for the future to move the UNI College of Education to higher levels of Excellence.

As a result of the above comments I would currently oppose closing the Price Lab School. I am eager to learn how UNI intends to move forward with resources and plans to move the College of Education to higher levels of excellence and lead Iowa and educators throughout the nation to higher levels of excellence in the future.

Respectfully,

Keith Stamp

17787 222<sup>nd</sup> Street

Monticello, Iowa 52310

[Kstamp50@yahoo.com](mailto:Kstamp50@yahoo.com)

319-481-1881

**Subject:** Support Center for Out-of-State/International Student Teaching

**From:** Mark Busch <markbuschmail@gmail.com>

**Date:** 2/26/2012 11:44 AM

**To:** ben.allen@uni.edu, gloria.gibson@uni.edu, dwight.watson@uni.edu,  
nadene.davidson@uni.edu, dianna.briggs@uni.edu, melissa.heston@uni.edu

**CC:** mrbusch@uni.edu

To President Allen, Provost Gibson, Dean Watson, Director Davidson, Director Briggs, and Director Heston;

Word travels fast. With social media and online news sources, even someone who works on the other side of the Equator like myself can stay in touch with the current happenings in the United States. As a former citizen of Waverly and an alumnus of the University of Northern Iowa, keeping in touch with the Cedar Valley is always on the top of my list. A few days ago, my web browser exploded with the news that Malcolm Price Laboratory School was being recommended for closure due to budget cuts. Like many others, the news came as a complete shock, but it was not until I was told of the rumored budget cuts across the entire College of Education that I truly became disheartened. While it is impossible for me to address my concerns in person through one of the meetings happening over the next few days, I still feel that it is my duty as an alumnus of the UNI Teacher Education Program and a current educator to voice my concerns over the recent response to the university's budget crisis.

My primary reason in contacting you is to advocate for the continued support of the Center for Out-of-State / International Student Teaching (OOSI) within the Office of Student Field Experiences. More importantly, I am here to ask for your continued support for Ms. Leigh Martin and Ms. Carrie Elser, administrators of the OOSI Center. *While there are incredible programs within the College of Education, none of them have impacted my college education, my professional development as an educator, and my life more the program in which Martin and Elser passionately supervise.*

It all began when I was a junior at UNI. After I completed Elser's Human Relations (280:170g) course in Spring 2010, I knew that I wanted to complete my student teaching abroad. As a Human Relations instructor, Elser was highly effective. Even though it was her first semester teaching the course, it was evident that Elser thoughtfully structured the class so that all of the elementary and secondary pre-service educators would benefit from the instruction. Elser realized that the underlying concepts of multiculturalism are messy and complex, yet she found ways for us to authentically and creatively learn and discuss the content as both future educators and current citizens of our country. By doing so, she pushed us to challenge our deepest assumptions about individuals and people groups. Elser helped us understand how multiculturalism and democracy go hand-in-hand, a concept that can often be forgotten in today's society. Her passion for diversity and experiences in foreign countries gave impetus for my decision to complete my student teaching internationally. *I can fairly state that Elser's Human Relations course was one of few challenging, content-rich, authentically-assessed courses I completed through the College of Education.*

When the time came for me to select in which country I wanted to complete my student teaching, I did not know where I wanted to go. All I knew was that I wanted the school to be of quality, a school that demanded academic excellence and advocated for multiculturalism. I knew that if the school was not good, my whole experience abroad would be unsatisfactory. *As a result, I relied wholeheartedly on the advice and expertise of both Martin and Elser, and I did so with confidence.* Both Martin and Elser have worked in a variety of international schools across the globe. The demonstration of their vast knowledge and understanding of the international school system was a clear indication early on that they were individuals that I could trust with my student teaching placement, the most important part of my college career. *Both of these individuals are incredibly passionate about the success of their advisees.* This is evident in the amount of time and effort they put into making sure that each individual placement is perfect. They make sure all on-site clinical supervisors and cooperating teachers provide their advisees with the best support, which is not simple for Martin or Elser to organize. They both have vast connections with teachers and administrators all across the world, as their interactions with colleagues at the 2011 UNI International Teachers Fair made this clear. *I would not have put this much trust in any other set of individuals. Martin and Elser's professionalism and insight is a valued and vital part to the success of the OOSI Center.*

Under Martin's advisement, I completed my student teaching at the American School of Brasilia, in Brasilia, Brazil. This school, which serves a multiethnic student population, strengthened my ability to implement lesson plans based on a rigorous college-preparatory curriculum, and I was also able to truly differentiate my instruction for an incredibly diverse student population. Through this one-in-a-lifetime experience, I am able to understand what it means to teach in a Twenty-First Century classroom, and I look forward to the opportunity to bring to my future students in Iowa the life lessons I have learned in Brazil. I, myself, have grown leaps and bounds as a result of student teaching abroad. I am a more confident educator, willing to take on new risks and challenges. I also have a broader understanding of what differentiation means in the classroom, as I am learning to incorporate a vast number of teaching strategies and real-world applications into my curriculum. But more importantly, I am a more understanding citizen of this global community, continuing to learn about various cultures outside of the United States.

Through this process, Martin was incredibly supportive as my UNI Student Teaching Supervisor. Any questions I had were quickly responded to with the most helpful advice. For example, when the Brazilian Post Office was on strike, making it impossible to send my Teacher Work Sample to the university, Martin made accommodations to get my teacher work sample sent. Also, when one of my cooperating teachers unexpectedly left the school, Martin was in complete communication with my on-site supervisor to ensure that I was still meeting university requirements while also getting a quality student teaching experience. She has been helpful in getting my visa paperwork and work permit requirements organized, and she provided my cooperating teachers with the necessary tools to evaluate my ability to teach. *Martin was a valuable resource in the planning of my student teaching experience. I could not have done it without her support.*

After my student teaching experience was completed, I was provided the unique opportunity to



continue my stay at the American School of Brasília as a full-time faculty member, working as a high school chemistry, physical science, and biology teacher until June 2012. Initially, I was hesitant. "Should I really stay another six months?" I thought to myself. "How is this going to affect my prospects of finding a job for the following school year in Iowa?" Once again, it was the positive advisement and encouragement from Martin that kept me working at the American School of Brasília, and I am so thankful that I took her advice. Because of her insight, I am further honing my ability to foster and assess student learning as students begin to better understand the natural world. I am developing my own connections with international educators, and I have become an even more confident educator prepared to return to Iowa, excited to bring some of the best teaching strategies back with me. *Again, if it was not for Martin, I would not be the educator I am today.*

I am completely indebted to Martin and Elser. What they provided me was an opportunity of a lifetime. I would not be the person I am today if it was not for their significant contributions in planning my international student teaching placement. *The advisement process within the OOSI Center cannot and should not be under the control of individuals who have no understanding of the international school system.* This is no ordinary student teaching center, nor is it just another study abroad program. Just because someone has the ability to send students abroad does not mean that they truly understand the complexity behind the international school system. In the same way, someone who has experience supervising student teachers in Iowa but has no knowledge of the international school system cannot effectively and adequately support the unique needs of OOSI student teachers. The support Martin and Elser provide for their advisees is not the same support provided by the Study Abroad office or another student teaching center. *Without Martin and Elser's insight of the international school system, their actual experience teaching abroad, and their passion for the success of international student teachers, the Center for Out-of-State / International Student Teaching will not be the success that it is today.*

I understand the decisions you have to make in the upcoming weeks are not easy, as the repercussions of your decisions will have lasting impacts on the quality of our future generation of educators. But as I said earlier, word travels fast. Word of the quality teacher education program at the University of Northern Iowa travels faster than any other. We all know that the history and legacy of this program has spanned generations. My own grandmother attended the Iowa State Teacher's College School when it was located in Sabin Hall, and she also went through the teacher education program at the college, as well. It is programs like those offered through the Center for Out-of-State / International Student Teaching and Malcolm Price Laboratory School that makes UNI's Teacher Education Program stand apart from the rest. When I was in high school, I knew that I should attend UNI because I knew that the university puts out the best educators in the nation and the world. But if we take away valuable programs like the Center for Out-of-State / International Student Teaching, or we remove valuable administrators like Martin and Elser, it becomes like every other teacher program across Iowa. *As a result, I ask for your continued support for the Center for Out-of-State / International Student Teaching and its valued staff members, Ms. Leigh Martin and Ms. Carrie Elser.*

Word travels fast, but what words do we want to travel the fastest? The words I hope will travel are those describing how the university provides the best teacher education program in the nation, with the best opportunities to grow as an educator and experienced staff to support its students.

I wholeheartedly thank you for taking the time to read this letter. If you have any questions, please do not hesitate in contacting me.

Sincerely,

**Mark Busch**

High School Science Teacher

American School of Brasilia

Phone: 319-596-0220 (Domestic and International)

Email: [markbuschmail@gmail.com](mailto:markbuschmail@gmail.com)

Skype: markrbusch

**Subject:** Re: Support Center for Out-of-State/International Student Teaching  
**From:** "Dwight C. Watson" <dwright.watson@uni.edu>  
**Date:** 2/26/2012 12:17 PM  
**To:** Mark Busch <markbuschmail@gmail.com>

Thank you for your support of these excellent faculty.

Sent from my iPad

On Feb 26, 2012, at 11:44 AM, Mark Busch <[markbuschmail@gmail.com](mailto:markbuschmail@gmail.com)> wrote:

To President Allen, Provost Gibson, Dean Watson, Director Davidson, Director Briggs, and Director Heston;

Word travels fast. With social media and online news sources, even someone who works on the other side of the Equator like myself can stay in touch with the current happenings in the United States. As a former citizen of Waverly and an alumnus of the University of Northern Iowa, keeping in touch with the Cedar Valley is always on the top of my list. A few days ago, my web browser exploded with the news that Malcolm Price Laboratory School was being recommended for closure due to budget cuts. Like many others, the news came as a complete shock, but it was not until I was told of the rumored budget cuts across the entire College of Education that I truly became disheartened. While it is impossible for me to address my concerns in person through one of the meetings happening over the next few days, I still feel that it is my duty as an alumnus of the UNI Teacher Education Program and a current educator to voice my concerns over the recent response to the university's budget crisis.

My primary reason in contacting you is to advocate for the continued support of the Center for Out-of-State / International Student Teaching (OOSI) within the Office of Student Field Experiences. More importantly, I am here to ask for your continued support for Ms. Leigh Martin and Ms. Carrie Elser, administrators of the OOSI Center. *While there are incredible programs within the College of Education, none of them have impacted my college education, my professional development as an educator, and my life more the program in which Martin and Elser passionately supervise.*

It all began when I was a junior at UNI. After I completed Elser's Human Relations (280:170g) course in Spring 2010, I knew that I wanted to complete my student teaching abroad. As a Human Relations instructor, Elser was highly effective. Even though it was her first semester teaching the course, it was evident that Elser thoughtfully structured the class so that all of the elementary and secondary pre-service educators would benefit from the instruction. Elser realized that the underlying concepts of multiculturalism are messy and complex, yet she found ways for us to authentically and creatively learn and discuss the content as both future educators

and current citizens of our country. By doing so, she pushed us to challenge our deepest assumptions about individuals and people groups. Elser helped us understand how multiculturalism and democracy go hand-in-hand, a concept that can often be forgotten in today's society. Her passion for diversity and experiences in foreign countries gave impetus for my decision to complete my student teaching internationally. *I can fairly state that Elser's Human Relations course was one of few challenging, content-rich, authentically-assessed courses I completed through the College of Education.*

When the time came for me to select in which country I wanted to complete my student teaching, I did not know where I wanted to go. All I knew was that I wanted the school to be of quality, a school that demanded academic excellence and advocated for multiculturalism. I knew that if the school was not good, my whole experience abroad would be unsatisfactory. *As a result, I relied wholeheartedly on the advice and expertise of both Martin and Elser, and I did so with confidence.* Both Martin and Elser have worked in a variety of international schools across the globe. The demonstration of their vast knowledge and understanding of the international school system was a clear indication early on that they were individuals that I could trust with my student teaching placement, the most important part of my college career. *Both of these individuals are incredibly passionate about the success of their advisees.* This is evident in the amount of time and effort they put into making sure that each individual placement is perfect. They make sure all on-site clinical supervisors and cooperating teachers provide their advisees with the best support, which is not simple for Martin or Elser to organize. They both have vast connections with teachers and administrators all across the world, as their interactions with colleagues at the 2011 UNI International Teachers Fair made this clear. *I would not have put this much trust in any other set of individuals. Martin and Elser's professionalism and insight is a valued and vital part to the success of the OOSI Center.*

Under Martin's advisement, I completed my student teaching at the American School of Brasilia, in Brasilia, Brazil. This school, which serves a multiethnic student population, strengthened my ability to implement lesson plans based on a rigorous college-preparatory curriculum, and I was also able to truly differentiate my instruction for an incredibly diverse student population. Through this one-in-a-lifetime experience, I am able to understand what it means to teach in a Twenty-First Century classroom, and I look forward to the opportunity to bring to my future students in Iowa the life lessons I have learned in Brazil. I, myself, have grown leaps and bounds as a result of student teaching abroad. I am a more confident educator, willing to take on new risks and challenges. I also have a broader understanding of what differentiation means in the classroom, as I am learning to incorporate a vast number of teaching strategies and real-world applications into my curriculum. But more importantly, I am a more understanding citizen of this global community, continuing to learn about various cultures outside of the United States.

Through this process, Martin was incredibly supportive as my UNI Student Teaching Supervisor. Any questions I had were quickly responded to with the most helpful advice. For example, when the Brazilian Post Office was on strike, making it impossible to send my Teacher Work Sample to the university, Martin made accommodations to get my teacher work sample sent. Also, when one of my cooperating teachers unexpectedly left the school, Martin was in complete

communication with my on-site supervisor to ensure that I was still meeting university requirements while also getting a quality student teaching experience. She has been helpful in getting my visa paperwork and work permit requirements organized, and she provided my cooperating teachers with the necessary tools to evaluate my ability to teach. *Martin was a valuable resource in the planning of my student teaching experience. I could not have done it without her support.*

After my student teaching experience was completed, I was provided the unique opportunity to continue my stay at the American School of Brasília as a full-time faculty member, working as a high school chemistry, physical science, and biology teacher until June 2012. Initially, I was hesitant. "Should I really stay another six months?" I thought to myself. "How is this going to affect my prospects of finding a job for the following school year in Iowa?" Once again, it was the positive advisement and encouragement from Martin that kept me working at the American School of Brasília, and I am so thankful that I took her advice. Because of her insight, I am further honing my ability to foster and assess student learning as students begin to better understand the natural world. I am developing my own connections with international educators, and I have become an even more confident educator prepared to return to Iowa, excited to bring some of the best teaching strategies back with me. *Again, if it was not for Martin, I would not be the educator I am today.*

I am completely indebted to Martin and Elser. What they provided me was an opportunity of a lifetime. I would not be the person I am today if it was not for their significant contributions in planning my international student teaching placement. *The advisement process within the OOSI Center cannot and should not be under the control of individuals who have no understanding of the international school system.* This is no ordinary student teaching center, nor is it just another study abroad program. Just because someone has the ability to send students abroad does not mean that they truly understand the complexity behind the international school system. In the same way, someone who has experience supervising student teachers in Iowa but has no knowledge of the international school system cannot effectively and adequately support the unique needs of OOSI student teachers. The support Martin and Elser provide for their advisees is not the same support provided by the Study Abroad office or another student teaching center. *Without Martin and Elser's insight of the international school system, their actual experience teaching abroad, and their passion for the success of international student teachers, the Center for Out-of-State / International Student Teaching will not be the success that it is today.*

I understand the decisions you have to make in the upcoming weeks are not easy, as the repercussions of your decisions will have lasting impacts on the quality of our future generation of educators. But as I said earlier, word travels fast. Word of the quality teacher education program at the University of Northern Iowa travels faster than any other. We all know that the history and legacy of this program has spanned generations. My own grandmother attended the Iowa State Teacher's College School when it was located in Sabin Hall, and she also went through the teacher education program at the college, as well. It is programs like those offered through the Center for Out-of-State / International Student Teaching and Malcolm Price Laboratory School that makes UNI's Teacher Education Program stand apart from the rest. When I was in high

school, I knew that I should attend UNI because I knew that the university puts out the best educators in the nation and the world. But if we take away valuable programs like the Center for Out-of-State / International Student Teaching, or we remove valuable administrators like Martin and Elser, it becomes like every other teacher program across Iowa. *As a result, I ask for your continued support for the Center for Out-of-State / International Student Teaching and its valued staff members, Ms. Leigh Martin and Ms. Carrie Elser.*

Word travels fast, but what words do we want to travel the fastest? The words I hope will travel are those describing how the university provides the best teacher education program in the nation, with the best opportunities to grow as an educator and experienced staff to support its students.

I wholeheartedly thank you for taking the time to read this letter. If you have any questions, please do not hesitate in contacting me.

Sincerely,

**Mark Busch**  
High School Science Teacher  
American School of Brasilia  
Phone: 319-596-0220 (Domestic and International)  
Email: [markbuschmail@gmail.com](mailto:markbuschmail@gmail.com)  
Skype: markrbusch

1999 and provided ample time for students and families to process their feelings of grief over losing their school. Price Lab School students and families need the same consideration. I believe the offer to help our students transition is genuine but the timing is not good. Please call me if you'd like to discuss this further.

Please, please consider the feelings of our students and parents during this extremely emotional time.

Jim

--

***Jim Stichter***

Elementary Principal

Malcolm Price Laboratory School

University of Northern Iowa

319-273-2232

[Jim.Stichter@uni.edu](mailto:Jim.Stichter@uni.edu)

[www.uni.edu/iowa-rds/](http://www.uni.edu/iowa-rds/)

**Subject:** RE: Task Force on Teacher Leadership and Compensation  
**From:** "Dr. Dwight C. Watson" <dwright.watson@uni.edu>  
**Date:** 3/1/2012 6:04 PM  
**To:** "Gloria Gibson" <gloria.gibson@uni.edu>

I would suggest David Else or Tim Gilson.

Dr. Dwight C. Watson  
Dean, College of Education  
University of Northern Iowa

---

**From:** Gloria Gibson [mailto:gloria.gibson@uni.edu]  
**Sent:** Thursday, March 01, 2012 9:30 AM  
**To:** Dwight Watson; Joel Haack; Philip.Mauceri@uni.edu  
**Subject:** Fwd: Task Force on Teacher Leadership and Compensation

Deans:

Please submit names to me today if possible. I'll discuss names with Ben. Gloria

----- Original Message -----

**Subject:** Task Force on Teacher Leadership and Compensation  
**Date:** Thu, 1 Mar 2012 15:04:05 +0000  
**From:** Gonzalez, Diana [BOARD] <gonzalez@iastate.edu>  
**To:** 'gloria.gibson@uni.edu' <gloria.gibson@uni.edu>, Hoffman, Elizabeth [EVPP] <bhoffman@mail.iastate.edu>, 'Butler, Patrick B' <patrick-butler@uiowa.edu>  
**CC:** 'van-allen-shalash@uiowa.edu' <van-allen-shalash@uiowa.edu>, 'pat.woelber@uni.edu' <pat.woelber@uni.edu>, Sasse, Monica [EVPP] <sasse@mail.iastate.edu>

The Board Office just learned that the Governor named members to the Task Force on Teacher Leadership and Compensation. There are currently no representatives from higher education. Upon conferring with IDOE Director Jason Glass, he agreed that we should have a representative on the Task Force from one of our teacher preparation programs. They are particularly looking for someone with a strong understanding of current compensation models and how to encourage teachers to become school leaders.

I am requesting nominations for membership on the Task Force. If there is someone from your university that you would like to nominate who has the characteristics they are looking for, I would appreciate it if you could send me that information no later than Tuesday, March 6, 2012. Please send me a brief bio with the name of the person.

Please let me know if you have any questions.

Diana



**Subject:** FW: [COE-L] Message from Dean Watson  
**From:** "Dr. Dwight C. Watson" <dwright.watson@uni.edu>  
**Date:** 3/1/2012 6:09 PM  
**To:** "Mary-Sue Bartlett" <Mary-Sue.Bartlett@uni.edu>

Mary Sue, please proofread for me when I send out large scale messages. See the last sentence. Can you send out a correction?

Dr. Dwight C. Watson  
Dean, College of Education  
University of Northern Iowa

-----Original Message-----

**From:** Mary-Sue Bartlett [<mailto:mary-sue.bartlett@uni.edu>] **Sent:** Thursday, March 01, 2012 11:06 AM  
**To:** [coe-l@uni.edu](mailto:coe-l@uni.edu)  
**Subject:** [COE-L] Message from Dean Watson

I would like to thank Gloria Kirkland-Holmes, the Diversity Committee, and Malcolm Price Lab School Personnel for all of their work in accomplishing the monumental tasks of planning and hosting the African American Children's and Families Conference and the African American Read-In. I also want to thank Stephanie Logan for conducting the professional development for the Race Exhibit at the UNI Museum. She had over 25 area educators in this workshop to discuss race and its impact on PK-12 learning. These events showcase our committee to diversity, inclusion, and social justice. Thanks too others as well for your involvement and support.

Dr. Dwight C. Watson  
Dean, College of Education  
University of Northern Iowa

**Subject:** Re: Department Newsletter

**From:** Bruce Rogers <bruce.rogers@uni.edu>

**Date:** 3/2/2012 1:21 AM

**To:** Barry Wilson <barry.wilson@uni.edu>

**CC:** epf@uni.edu, "Dr. Dwight C. Watson" <dwright.watson@uni.edu>

Barry,

It appears to me to be ironic that our UNI President, who comes to us from an agricultural college, wants to eliminate our Lab School. Suppose that one of our faculty was appointed President at ISU and decided to eliminate the agricultural farm there. Their farm costs the state a lot of money, but most of us feel that it is appropriate for that university. If we had selected a president with a background in educational studies, he might have found a way to preserve it. Arizona State University had a similar history to UNI in its origin as a teachers college, and they eliminated their lab school years ago.

Bruce

On Thu, Mar 1, 2012 at 3:26 PM, Barry Wilson <[barry.wilson@uni.edu](mailto:barry.wilson@uni.edu)> wrote:

See attached.

**Subject:** another challenge

**From:** Becky Hawbaker <becky.hawbaker@uni.edu>

**Date:** 3/2/2012 3:05 AM

**To:** "Dr. Dwight C. Watson" <dwright.watson@uni.edu>, "Melissa L. Heston" <Melissa.Heston@uni.edu>, Cherin Lee <Cherin.Lee@UNI.edu>, Nadene Davidson <nadene.davidson@uni.edu>, Dianna.Briggs@uni.edu

Thank you to Dwight for calling us together today to begin to create solutions and plans for field experiences for the reality of a fall semester without Price Lab. We talked about the need for weekly meetings, but I don't think we set up a regular day/time and I am wondering if the Thursday 12:30 slot would work. Also, we talked about adding more members to the team, including Leasha Henriksen, Ben Forsyth (or other EPF faculty). I would also like to include a PLS faculty member (Ashley Jorgenson or Amy Lockhart) and CF/Wloo district officials (I'm thinking of Debbie Lee and Pam Zeigler or Dan Conrad) and/or teachers. May I begin contacting these people or am I overstepping? Once we are past the crisis management part of the planning, there will be others we will need to bring to the table to start pushing a larger restructuring of the program. We cannot let that opportunity pass us by.

I will send my L1/L2 numbers to David and Gary and will let them know that we are working on pulling together L3 and other methods experience numbers, but we may just have to guesstimate those. I will try to meet with them to get an initial response to some of the placement strategies we discussed.

On a personal level, I wanted to share with you that I will be facing another challenge as we move forward. The phone call I took during yesterday's Senate meeting was my doctor calling with biopsy results. I have breast cancer. I will know more after my consultation later this morning. Please pray for me and please continue to help assemble the team, and keep thinking of new possibilities and strategies for the plan. Thanks.

Becky Wilson Hawbaker  
Director of the Professional Development School (PDS)  
Coordinator of Field Experiences  
Coordinator of Teacher Education Initiatives at Price Lab School  
University of Northern Iowa  
office (319) 273-7664  
fax (319) 273-6457

**Subject:** RE: Important Please Read  
**From:** "Dr. Dwight C. Watson" <dwright.watson@uni.edu>  
**Date:** 3/2/2012 6:33 PM  
**To:** "Josh Henriksen" <joshua.henriksen@uni.edu>

Thanks for understanding.

Dr. Dwight C. Watson  
Dean, College of Education  
University of Northern Iowa

---

**From:** Josh Henriksen [mailto:joshua.henriksen@uni.edu]  
**Sent:** Friday, March 02, 2012 2:26 PM  
**To:** Dr. Dwight C. Watson  
**Subject:** Re: Important Please Read

Thank you Dr. Watson, I have a clearer picture of what Monday will be.

Josh Henriksen

On 3/1/12 6:02 PM, Dr. Dwight C. Watson wrote:

Colleagues, the event will take place on Monday. I hear your concerns, but there are legal issues pertaining to the notice and the days in which parent have to open enroll. There have been many calls to the President's Office requesting transparent information to support parents. This event on Monday would be just that. There is still time for individualized support and planning and you three are instrumental to this task.

Dr. Dwight C. Watson  
Dean, College of Education  
University of Northern Iowa

---

**From:** Josh Henriksen [mailto:joshua.henriksen@uni.edu]  
**Sent:** Thursday, March 01, 2012 9:57 AM  
**To:** James Stichter  
**Cc:** Dwight Watson; clare struck; Brenda Buzynski  
**Subject:** Re: Important Please Read

Dr. Watson,

I would like to echo Jim's sentiments. This is a decision that families and students need support in. I feel that Jim, Clare, myself, and Carrie are the most appropriate people to help facilitate these conversations with other schools. We have cultivated these relationships with other area school leaders and counselors and have a keen understanding of what our individual students and families need. This is a highly sensitive situation and an individualized decision for each student/family. I feel like a cattle call format in our gym, especially this soon is highly inappropriate and will give the feel of a "recruitment fair". From a secondary perspective, there are also many factors to consider, including credits, eligibility, disposition, etc., that Carrie and I have a deeper understanding of with each student and can more easily communicate to school administrators and counselors.

Thank you,

Josh Henriksen

On 3/1/12 9:14 AM, James Stichter wrote:

Dwight,

Please do not allow the area schools to talk with our families yet. This would generate a huge wave of panic and fear throughout our school community. I'm thinking of our elementary students especially. They are just beginning to understand their school is closing. This event is too soon and there is plenty of time for this to take place after spring break. Please consider our children and their ability to comprehend what is happening. Time is important.

When I worked as a counselor at Valley Park Elementary School in Cedar Falls they closed the school in 1999 and provided ample time for students and families to process their feelings of grief over losing their school. Price Lab School students and families need the same consideration. I believe the offer to help our students transition is genuine but the timing is not good. Please call me if you'd like to discuss this further.

Please, please consider the feelings of our students and parents during this extremely emotional time.

Jim

--

*Jim Stichter*

Elementary Principal

Malcolm Price Laboratory School

University of Northern Iowa

319-273-2232

[Jim.Stichter@uni.edu](mailto:Jim.Stichter@uni.edu)

[www.uni.edu/iowa-rds/](http://www.uni.edu/iowa-rds/)

**From:** Janis Jehle <[janis.jehle@uni.edu](mailto:janis.jehle@uni.edu)>  
**Date:** March 1, 2012 2:06:53 PM CST  
**To:** Liz Conklin <[liz.conklin@uni.edu](mailto:liz.conklin@uni.edu)>, Stacey Christensen  
<[Stacey.Christensen@uni.edu](mailto:Stacey.Christensen@uni.edu)>, DeWayne Purdy  
<[DeWayne.Purdy@uni.edu](mailto:DeWayne.Purdy@uni.edu)>, James O'Connor <[james.oconnor@uni.edu](mailto:james.oconnor@uni.edu)>  
**Subject:** Fwd: UNI Deficit - UNI/Price Lab/IR&DS

I'm not sure how this guy got my name.

Begin forwarded message:

**From:** Owen Riley <[theeducationstate@yahoo.com](mailto:theeducationstate@yahoo.com)>  
**Date:** March 1, 2012 1:57:22 PM CST  
**To:** "\"Iowa State Daily \"" <[news@iowastatedaily.com](mailto:news@iowastatedaily.com)>"  
<[news@iowastatedaily.com](mailto:news@iowastatedaily.com)>, "\"IowaPolitics.com - Campbell\"" <[campbell@iowapolitics.com](mailto:campbell@iowapolitics.com)>,"\"IowaPolitics.com - Staff\"" <[staff@iowapolitics.com](mailto:staff@iowapolitics.com)>,"\"ISU Public Relations - Admin \"" <[smgartz@iastate.edu](mailto:smgartz@iastate.edu)>" <[smgartz@iastate.edu](mailto:smgartz@iastate.edu)>,"\"James Heggen, Iowa State Daily\"" <[james.heggen@iowastatedaily.com](mailto:james.heggen@iowastatedaily.com)>,"Janis Jehle <[janis.jehle@uni.edu](mailto:janis.jehle@uni.edu)>,"\"Jeanne Prickett \"" <[jprickett@iowaschoolforthe deaf.org](mailto:jprickett@iowaschoolforthe deaf.org)>" <[jprickett@iowaschoolforthe deaf.org](mailto:jprickett@iowaschoolforthe deaf.org)>,"Jessica Miller <[jessica.miller@patch.com](mailto:jessica.miller@patch.com)>,"Jessica Opoien <[jessica.opoien@iowastatedaily.com](mailto:jessica.opoien@iowastatedaily.com)>,"Jill Kasparie <[jill.kasparie@kcrq.com](mailto:jill.kasparie@kcrq.com)>,"\"jmccarol@iastate.edu\"" <[jmccarol@iastate.edu](mailto:jmccarol@iastate.edu)>  
**Subject:** Re: UNI Deficit - UNI/Price Lab/IR&DS  
**Reply-To:** Owen Riley <[theeducationstate@yahoo.com](mailto:theeducationstate@yahoo.com)>

PRESS ADVISORY: UNI Deficit Spending: UNI Dept of Education & Price Lab School/Iowa's Research & Development School

FROM: The Support UN/PLS Community

CEDAR FALLS,IOWA/ March 1, 2012

## **UNI Fiscal Policy Threatens Teacher Education & Teacher Preparation at UNI**

University of Northern Iowa President Ben Allen & the Iowa Board of Regents have recently taken measures to close the Malcolm Price Lab School/Iowa's Research & Development School. They cite financial difficulties as a primary factor. It is relevant to highlight the fact that the University of Northern Iowa has transferred \$102.15 million out of the general education funds at the end of the fiscal year in order to balance funding deficits over the past 14 years (see attachment/link). This pattern of fiscal irresponsibility threatens UNI's educational mission. PLS/IR&DS & the College of Education within UNI are being asked to carry far too much of this financial burden.

### **Concerns:**

The Allen administration has communicated very little information in regard to Teacher Education/Preparation students or the children, faculty, and staff at Iowa's Research and Development School about the Universities future plans.

The Allen administration suggests a \$30 million price tag for a new school and facilities to replace the current PLS building. Local stakeholders point to a \$277,000 written estimate to tuck point the school and ensure its viability. The inaccuracy and lack of flexibility in Allen's plan is cause for concern.

The Support UNI/PLS Community asks that UNI President Allen and the Iowa Board of Regents stop their reckless behavior. Fiscal responsibility and shared commitment to debt reduction will ensure that Price Lab/Iowa's Research & Development School and the UNI Department of Education will remain **assets** and invaluable tools for Iowa's future educators.

### **Contact:**

David Deibler 319-290-8716  
David Grant 319-810-8620

### **Attachments:**

**Pdf File: "An Examination of General Education Funding Support Used to Cover Continuing Deficits..."**

### **Suggested:**

Link: <http://access.uni.edu/reports/supp/2003/SUPP-2C08.pdf> Note: change year in address to view different yearly reports

**Subject:** RE: PLS Merit and P&S staff  
**From:** "Dr. Dwight C. Watson" <dwright.watson@uni.edu>  
**Date:** 3/2/2012 8:17 PM  
**To:** "'Michelle Byers'" <michelle.byers@uni.edu>  
**CC:** nadene.davidson@uni.edu

Nadene, as the head, I wanted you to be informed.

Dr. Dwight C. Watson  
Dean, College of Education  
University of Northern Iowa

---

**From:** Michelle Byers [mailto:michelle.byers@uni.edu]  
**Sent:** Friday, March 02, 2012 3:22 PM  
**To:** Lyn L Countryman  
**Cc:** Dwight C Watson; Gloria J Gibson; Lisa Frush; Michael Hager; Virginia Arthur  
**Subject:** PLS Merit and P&S staff

Hi Lyn,  
Since we have not been able to connect via phone, I'm sending an email with regard to staff notifications. Our office is preparing written notifications for Merit and P&S staff employed by Price Lab School. We will contact them and schedule individual meetings to provide the prescribed written notification in accordance with the policies and/or contracts that govern their employee group. We will also discuss general time lines, resources, next steps, etc. and answer any questions they may have.

As an fyi, we'll also be connecting them to the outplacement page located at  
<http://www.vpaf.uni.edu/hrs/outplacement/>.

It looks like May 31st is the tentative last day of school. Please let me know before the end of the day Monday if an alternate date should be specified for any of the Merit or P&S staff, including temporary employees.

Thanks,  
Michelle

--  
Michelle Byers, SPHR  
Interim Director  
Human Resource Services  
University of Northern Iowa  
027 Gilchrist  
Cedar Falls, IA 50614-0034  
Phone: 319.273.2422  
For deaf or hard-of-hearing use Relay 711  
Fax: 319.273.2927  
[www.uni.edu/hrs](http://www.uni.edu/hrs)

"The University of Northern Iowa provides transformative learning experiences that inspire students to embrace challenge, engage in critical inquiry and creative thought, and contribute to society."



**Subject:** RE: PLS Merit and P&S staff  
**From:** "Dr. Dwight C. Watson" <dwright.watson@uni.edu>  
**Date:** 3/2/2012 8:17 PM  
**To:** "'Michelle Byers'" <michelle.byers@uni.edu>

I appreciate the individual council.

Dr. Dwight C. Watson  
Dean, College of Education  
University of Northern Iowa

---

**From:** Michelle Byers [mailto:michelle.byers@uni.edu]  
**Sent:** Friday, March 02, 2012 3:22 PM  
**To:** Lyn L Countryman  
**Cc:** Dwight C Watson; Gloria J Gibson; Lisa Frush; Michael Hager; Virginia Arthur  
**Subject:** PLS Merit and P&S staff

Hi Lyn,  
Since we have not been able to connect via phone, I'm sending an email with regard to staff notifications. Our office is preparing written notifications for Merit and P&S staff employed by Price Lab School. We will contact them and schedule individual meetings to provide the prescribed written notification in accordance with the policies and/or contracts that govern their employee group. We will also discuss general time lines, resources, next steps, etc. and answer any questions they may have.

As an fyi, we'll also be connecting them to the outplacement page located at <http://www.vpaf.uni.edu/hrs/outplacement/>.

It looks like May 31st is the tentative last day of school. Please let me know before the end of the day Monday if an alternate date should be specified for any of the Merit or P&S staff, including temporary employees.

Thanks,  
Michelle

--  
Michelle Byers, SPHR  
Interim Director  
Human Resource Services  
University of Northern Iowa  
027 Gilchrist  
Cedar Falls, IA 50614-0034  
Phone: 319.273.2422  
For deaf or hard-of-hearing use Relay 711  
Fax: 319.273.2927  
[www.uni.edu/hrs](http://www.uni.edu/hrs)

"The University of Northern Iowa provides transformative learning experiences that inspire students to embrace challenge, engage in critical inquiry and creative thought, and contribute to society."

**Subject:** RE: data

**From:** "Dr. Dwight C. Watson" <dwright.watson@uni.edu>

**Date:** 3/2/2012 8:59 PM

**To:** "'Becky Hawbaker'" <becky.hawbaker@uni.edu>, "'Nadene Davidson'" <nadene.davidson@uni.edu>, Dianna.Briggs@uni.edu

These are this year's numbers or projections for next year?

Dr. Dwight C. Watson  
Dean, College of Education  
University of Northern Iowa

---

**From:** Becky Hawbaker [mailto:becky.hawbaker@uni.edu]

**Sent:** Friday, March 02, 2012 11:07 AM

**To:** Nadene Davidson; Dianna.Briggs@uni.edu; Dr. Dwight C. Watson

**Subject:** data

Attached are my data for Level 1, 2, and elementary Level 3 for 2010-2011. The Level 2 numbers for the 2009-2010 and 2008-2009 were lower, but it would be better for the schools to over-prepare than under-prepare.

I am also including the breakdown for the same time period by school so they can see what they already had as the baseline for scale up.

Finally, I am including a one-page overview of what Level 1, 2, and 3 entails that I use when I am recruiting teachers

I know that Nadene and Dianna were working on other data and wanted to submit this as a package, so I will hold off on sending my data to Gary and David unless I hear otherwise.

The 4th attachment is the spreadsheet of 'other' assorted field experiences that were at Price Lab last year. I pulled it together rather quickly and it may still contain some errors, so I would prefer to not distribute it out widely as is, but to use it for internal planning and discussion.

--

Becky Wilson Hawbaker  
Director of the Professional Development School (PDS)  
Coordinator of Field Experiences  
Coordinator of Teacher Education Initiatives at Price Lab School  
University of Northern Iowa  
office (319) 273-7664  
fax (319) 273-6457

**Subject:** RE: Course questions

**From:** "Dr. Dwight C. Watson" <dwright.watson@uni.edu>

**Date:** 3/2/2012 9:09 PM

**To:** "'Melissa Heston'" <melissa.heston@uni.edu>

Let's keep this in the hopper for next time. Any thoughts on your successor? Will this come before the TE Senates or will the TE EX Council select? I am getting worried. I have talked to Becky before the PLS ordeal and she was skeptical. With everything going on now, I bet she is even more skeptical. I will be meeting with Dianna next week. Anyone in the lab school who could do this?

Dr. Dwight C. Watson  
Dean, College of Education  
University of Northern Iowa

**From:** Melissa Heston [mailto:melissa.heston@uni.edu]

**Sent:** Friday, March 02, 2012 8:59 PM

**To:** Dr. Dwight C. Watson

**Subject:** Re: Course questions

Hi,

I'm not sure what we can do when we only offer one section of each course. Some students will always encounter conflicts, especially when the courses are packed into four weeks creating only three class periods, morning, afternoon, and (early) evening. As a rule, faculty have had control over the time block they teach in, especially in the summer. We would need to create a schedule that maximizes the likelihood of no course conflict and require faculty to teach at the time we picked for their particular course. This may be something that should be talked about by department heads in C&I, EPF, and Teaching. I'm not quite sure how we might integrate the secondary majors scheduling issues into this as well.

Melissa

On Friday, March 2, 2012, Dr. Dwight C. Watson <dwright.watson@uni.edu> wrote:

> I know, but do people not try to coordinate so that major courses that are required are not conflicting, especially if there is only one section of each? It seems like this prime time piece that Phil talked about.

>

>

>

> Dr. Dwight C. Watson

>

> Dean, College of Education

>

> University of Northern Iowa

>

>

>

> From: Melissa Heston [mailto:melissa.heston@uni.edu]

> Sent: Friday, March 02, 2012 8:14 PM

> To: Dr. Dwight C. Watson; Cherin Lee

> Subject: Re: Course questions

>

>

>

> Dwight,

>

> I'm not sure that there is anything that can be done about this. We can't switch the time of one of these classes for a single student. Other students are already planning their schedule. The only option possibility would be to offer a second section of human relations in the afternoon and have two sections for students to choose from. Perhaps Cherin can see another possibility. Neither Cherin nor I are involved with class scheduling decisions. Those are all determined by departments in an independent fashion.

>

> Melissa

>

> On Friday, March 2, 2012, Dr. Dwight C. Watson <[dwight.watson@uni.edu](mailto:dwight.watson@uni.edu)> wrote:

>> Jessica, if the two courses are in the College of Education, I ask that Dr. Heston help coordinate this. If they are across colleges, I ask that Dr. Lee look into this as well?

>>

>>

>>

>> Dr. Dwight C. Watson

>>

>> Dean, College of Education

>>

>> University of Northern Iowa

>>

>>

>>

>> From: Jessica [<mailto:simmojac@uni.edu>]

>> Sent: Friday, March 02, 2012 5:06 PM

>> To: [dwight.watson@uni.edu](mailto:dwight.watson@uni.edu)

>> Subject: Course questions

>>

>>

>>

>> Dean Watson,

>>

>> I need to take two summer classes this summer in order to be completely done with classes and student teach in the fall. I need the human resources course and the math methods course. I was hoping to take both of those courses in May for financial reasons and because my lease is up in the end of May. Unfortunately the course schedule is showing both of these classes are only offered from 9:50 to 12:00 which puts me in a bind. I was wondering if you knew if these times were permanent or if possibly any other times would be added to the course schedule?

>>

>> Thank you so much!

>>

>> Jessica Simmons

>>

>> 444393

**Subject:** RE: PDS statement

**From:** "Dr. Dwight C. Watson" <dwright.watson@uni.edu>

**Date:** 3/2/2012 9:16 PM

**To:** "'Stacey Christensen'" <stacey.christensen@uni.edu>, "'Becky Hawbaker'" <becky.hawbaker@uni.edu>

I agree with Stacey.

Dr. Dwight C. Watson  
Dean, College of Education  
University of Northern Iowa

---

**From:** Stacey Christensen [mailto:stacey.christensen@uni.edu]

**Sent:** Friday, March 02, 2012 9:31 AM

**To:** Becky Hawbaker

**Cc:** Stacey Christensen; Dr. Dwight C. Watson

**Subject:** Re: PDS statement

Becky, there is no need for an apology at all! This has been difficult for all of us. I, too, am in a challenging place of not being intricately involved in the past discussions, but faced with communicating us now through the process. I have heard from administrators that they do feel like you could really assist the university in moving this forward. I think your attitude about hoping for something positive and maybe even larger has resonated with leadership and I wanted you to know that.

Thank you for your comments.

Stacey Christensen  
University of Northern Iowa  
Public Relations Manager  
[stacey.christensen@uni.edu](mailto:stacey.christensen@uni.edu)  
319-273-6728  
[www.uni.edu/newsroom](http://www.uni.edu/newsroom)

On Mar 2, 2012, at 4:25 AM, Becky Hawbaker wrote:

Stacey,

I am really sorry that my conflicted position and the problems it has caused you and the university. In good conscience I felt compelled to raise serious concerns, but now I also feel an obligation for providing reassurances as we move forward.

The transition team had its first meeting and I hope to talk to Gary and David later today to get their feedback on some ideas and to share numbers. I promise to issue some kind of positive release that will give some assurance to our stakeholders that we are not going to let teacher education crash and burn.

Here are some statements I think I can live with and you may provide to her for possible quotes. Tell her that I am sorry to not be available:

If UNI was fully funded to fulfill its core mission in teacher education, we would not have to face choices between two powerful models that ground academic preparation within clinical practice. In an ideal world, UNI would have both a strong and vibrant laboratory school and the strong network of mutually beneficial school partnerships within a PDS.

The loss of the lab school presents immediate challenges and risks in maintaining the high quality of both the field experiences and the school's R&D function. However, it also offers an incredible opportunity to rapidly scale up a PDS model across a diverse range of schools and to ramp up the intensity of those partnerships. In ideal PDS models, the synergy of clinical experiences, mutual professional development, and sustained relationships impact K12 student achievement, promote effective teaching practices, and to renew and revitalize the educational missions of the schools and the university.

You might also direct her to some exemplary PDS models:

Penn State: <http://www.ed.psu.edu/educ/pds>

Indiana State: <http://coe.indstate.edu/pds/>

West Virginia University: [http://benedumcollaborative.wvu.edu/pds\\_partnerships](http://benedumcollaborative.wvu.edu/pds_partnerships)

State of Maryland (which requires PDS for all teacher education programs)

[http://www.marylandpublicschools.org/MSDE/divisions/certification/progapproval/Professional\\_Development.htm](http://www.marylandpublicschools.org/MSDE/divisions/certification/progapproval/Professional_Development.htm)

Becky Wilson Hawbaker  
 Director of the Professional Development School (PDS)  
 Coordinator of Field Experiences  
 Coordinator of Teacher Education Initiatives at Price Lab School  
 University of Northern Iowa  
 office (319) 273-7664  
 fax (319) 273-6457

**Subject:** RE: I agree!  
**From:** "Dr. Dwight C. Watson" <dwright.watson@uni.edu>  
**Date:** 3/2/2012 10:13 PM  
**To:** "'cheryl timion'" <timion.cheryl@cfu.net>

Cheryl, thanks for this. Often people forget the warts when times are tough. I too recognized that the classroom practices were not the most authentic for preservice teachers. I saw Mildred today. I needed a little bright spot in my week. I took two students and we have lunch with her. It was a great outing. She told me about your husband. You both are in my prayers.

Dr. Dwight C. Watson  
Dean, College of Education  
University of Northern Iowa

---

**From:** cheryl timion [mailto:timion.cheryl@cfu.net]  
**Sent:** Wednesday, February 29, 2012 9:17 AM  
**To:** dwright.watson@uni.edu  
**Subject:** I agree!

Dear Dean Watson,

I know that you are going through tough times in the College of Education right now. Tough decisions require tough people . . . is that a famous quote or did I make it up?

I was you to know that even though I have a long history with Price Laboratory School (PLS), dating back to the Campus School days when my mother and her sisters attended the school. I student taught at the Lab School in 1962, our three sons attended the school for a couple years in the early nineteen seventies when we lived in the buffer zone for the school. And finally I taught at the PLS from 1992 to 1999. However, I agree with the decision that it is time to move on, develop a new model for working with pre service educators for the following reasons:

1. My husband and I were appalled at the per pupil costs we observed when our sons attended school there. There were many perks, i.e. swimming once a week in physical education. But the education they received there did not out pace what they received in public schools.
2. I was appalled at the condition of the building when I arrived to begin my teaching duties at PLS. In my time there, I was assigned to teach in two different classrooms. With each move to a different classroom, I hired someone to paint the classroom and bought the paint in an attempt to make it a more inviting learning environment. I know firsthand the costly structural repairs that need to take place at PLS.
3. I was hired to teach at the PLS because of my professional accomplishments while teaching in Connecticut. I had published in professional, juried journals, chapters in professional books including the prestigious American Reading Association Yearbook. I had conducted research in my classroom and was a consultant for the Connecticut Writing Project, teaching workshops to educators throughout the state of Connecticut. However, when I began to put those successful practices into place at the Lab School, I met much resistance; I was told that was not the way things were done in the PLS. All my research and publishing came to a screeching halt during the time I was at the PLS. I was bullied by professional peers who constantly threatened that I would not receive tenure if I did not do things "their " way, even though "they" were teaching in different disciplines. I mention this because I am not the only one who was harassed by this professional bullying, it was the most unprofessional environment in which I had ever taught (Cedar Falls Public Schools, Colesburg, Iowa Public Schools, Liberty, Missouri Public Schools and Enfield, Connecticut Public Schools). Some of those harassed



educators, tried to fight back by suing the university, other quality professionals left and at least one has suffered significant health problems resulting from stress from the professional bullying. I have wanted to talk to you about this since some of those same bullying behaviors have continued at PLS.

4. I taught on campus in the Department of Teaching from 1999 to 2009. I worked with pre service teachers just prior to their student teaching semester. They would return from their classroom experience at the PLS lamenting that it was not a realistic teaching environment. The class sizes were small and at times there were more adults than students in the classroom. Consequently, the teaching strategies they were learning in their methods classes were often not applicable in the PLS classrooms (one exception the physical education classes).

I just wanted you to know that from an inside perspective, I agree that the time has come to develop a new model for classroom experiences for pre service teachers. I know you have heard from many who see the situation otherwise, but I agree with the decision to close the PLS. I have complete confidence in the decision making process that you and President Allen have worked through.

Kind Regards,  
Cheryl S. Timion

**Subject:** Re: info on PLS  
**From:** William Calhoun <bill.calhoun@uni.edu>  
**Date:** 3/3/2012 6:34 PM  
**To:** Dwight Watson <dwright.watson@uni.edu>

Thanks Dwight.

On Mar 3, 2012 5:44 PM, "Dwight Watson" <dwright.watson@uni.edu> wrote:  
I will look for what I can find, but Brenda Bursynski has the archive files.

On Sat, Mar 3, 2012 at 10:30 AM, Bill Calhoun <bill.calhoun@uni.edu> wrote:

Dwight-

The guidelines for the PLS Friends fund in the Foundation stipulates that the fund is to be used to support the "mission" of the Lab School. We are trying to find the mission statement for the school. Does it exist. Can you articulate this if not?

Thanks,

Bill

Begin forwarded message:

**From:** Jean Carlisle <jean.carlisle@uni.edu>  
**Date:** March 1, 2012 2:13:10 PM CST  
**To:** bill.calhoun@uni.edu, dave mason <mason@cflaw.com>  
**Subject:** info on PLS

Bill - There is no "mission" of PLS on their website.  
I found this information on Lyn Countryman's page - perhaps the goals under "Description" would be appropriate. Let me know if you'd like me to contact the Dean's office in COE.

**How Malcolm Price Laboratory School is Essential in Fulfilling the UNI Strategic Plan**

## UNI Strategic Plan

G3.O1.S2 - Collaborate with the Iowa Department of Education to develop a research and development school as a leading demonstration site for innovative evidence-based practices.

Point of Contact Name Nadene Davidson

G3.O1.S2 Action Plan (#17)

### **Context**

As directed by the legislation establishing Malcolm Price Laboratory School (MPLS) as Iowa's Research and Development School (R&D), a strategic planning committee was established. The Statewide R&D School Statewide Strategic Planning Committee worked during the 2010-2011 academic year to develop the R&D Strategic Plan for 2012-2017. The Statewide R&D School Advisory Council on 8/5/11 reviewed this Strategic Plan.

### **Description**

The R&D Strategic Plan consists of four goals. The goals represent the legislative principles and are substantiated with objectives based on research, development, demonstrations, and disseminations functionalities. The objectives are aligned with the core visions of the R&D Strategic Plan. There will be a focus on four areas: Competency based learning, Personalized learning plans, Improved student achievement, and professional statewide learning communities.

### **Team**

The leadership team from the MPLS/R&D will share the responsibility for advancing this goal. This will include faculty professional development, establishment of interdisciplinary and statewide learning teams.

### **Key stakeholders**

The faculty and staff at MPLS/R&D, teacher education candidates, and identified preK-12 partner schools are key stakeholder groups.

### **Progress Indicator(s):**

Indicators are identified in the R&D strategic plan. The indicators include the following:

1. Define and ensure continuous review of competencies that align with the Iowa Core
2. Students complete a competency-based portfolio that aligns with graduation degree requirements
3. K-8 students complete a personalized learning plan that aligns

with the Iowa Core

4. Teams establish teaching and learning goals to develop a competency-based model that is replicable

#### Action steps

1. Initiate competency-based portfolios for 9<sup>th</sup> grade students
2. Initiate personalized learning plans for K-8 students
3. Develop a new system that gauges achievement in a competency-based learning environment
4. Develop interdisciplinary teams that establish a model for competency based teaching learning that is replicable

--

Jean Carlisle  
Vice President/Secretary of the UNI Foundation Board

The University of Northern Iowa provides transformative learning experiences that inspire students to embrace challenge, engage in critical inquiry and creative thought, and contribute to society.

Live Purple. Go Green.

[www.uni-foundation.org](http://www.uni-foundation.org)

**Subject:** Fw: Are they opening a Lab School?: ISU School of Education will officially be established July 1, 2012  
**From:** "Mary" <mary.herring@uni.edu>  
**Date:** 3/3/2012 7:21 PM  
**To:** "Dwight Watson" <dwright.watson@uni.edu>

Sent from my Verizon Wireless BlackBerry

---

**From:** Leigh Zeitz <leigh.zeitz@gmail.com>  
**Date:** Sat, 3 Mar 2012 18:07:37 -0600  
**To:** <galloway@uni.edu>  
**ReplyTo:** leigh.zeitz@uni.edu  
**Cc:** Joe Marchesani<Tcsfuv@gmail.com>; Magda Galloway<maggda@uni.edu>; Mary Herring<Mary.Herring@uni.edu>; Ping Gao<ping.gao@uni.edu>  
**Subject:** Are they opening a Lab School?: ISU School of Education will officially be established July 1, 2012

Someone in HyVee told me that ISU has also requested to open a Lab School. ♦ I can't find anything to support this.

Is this true?

Leigh

Dr. Leigh E. Zeitz  
Associate Professor  
University of Northern Iowa  
Instructional Technology Division, Coordinator  
1227 W. 27th St  
Cedar Falls, Iowa 50614-0606  
319-273-3249  
<http://drzreflects.com>  
Twitter: zeitz  
Second Life: Leigh Writer  
Skype: leighzeitz

On Sat, Mar 3, 2012 at 5:56 PM, Robin Galloway <[robin.galloway@uni.edu](mailto:robin.galloway@uni.edu)> wrote:  
Seems to just involve a structural reorganization of existing programs. It doesn't seem to involve new majors or curricular offerings. However, due to the current climate, the motivations and timing will be suspect. It certainly draws attention to ISU's teaching

programs. The average person on the street will understandably perceive this as UNI is closing programs while ISU is opening them. ♦

Robin Galloway  
[galloway@uni.edu](mailto:galloway@uni.edu)

On Sat, Mar 3, 2012 at 3:05 PM, Leigh Zeitz <[leigh.zeitz@gmail.com](mailto:leigh.zeitz@gmail.com)> wrote:  
Robin just shared this with me.

Have you seen this?

Z

Dr. Leigh E. Zeitz  
Associate Professor  
University of Northern Iowa  
Instructional Technology Division, Coordinator  
1227 W. 27th St  
Cedar Falls, Iowa 50614-0606  
[319-273-3249](tel:319-273-3249)  
<http://drzreflects.com>  
Twitter: zeitz  
Second Life: Leigh Writer  
Skype: leighzeitz

----- Forwarded message -----

From: Leigh Zeitz <[leigh.zeitz@gmail.com](mailto:leigh.zeitz@gmail.com)>  
Date: Sat, Mar 3, 2012 at 3:04 PM  
Subject: Re: ISU School of Education will officially be established July 1, 2012  
To: Robin Galloway <[robin.galloway@uni.edu](mailto:robin.galloway@uni.edu)>

That's what they want to do.

They want to move the Education school to Ames.

Z

Dr. Leigh E. Zeitz  
Associate Professor  
University of Northern Iowa  
Instructional Technology Division, Coordinator  
1227 W. 27th St  
Cedar Falls, Iowa 50614-0606  
319-273-3249  
<http://drzreflects.com>  
Twitter: zeitz  
Second Life: Leigh Writer  
Skype: leighzeitze

On Sat, Mar 3, 2012 at 10:14 AM, Robin Galloway <[robin.galloway@uni.edu](mailto:robin.galloway@uni.edu)> wrote:

Have you seen this?

<http://www.education.iastate.edu>

On Dec. 8, 2011, the Iowa Board of Regents granted final approval to establish a School of Education at Iowa State. The measure draws together a wide range of well-established ISU education programs under a common administration, effective July 1, 2012. ♦ Mission/vision ♦

School of Education will officially be established July 1, 2012

<http://www.hs.iastate.edu/about/planning/school-of-education/>

**Subject:** Fwd: Re: An Invitation from UNI President Ben Allen

**From:** Ben Allen <m1600002@uni.edu>

**Date:** 3/3/2012 9:30 PM

**To:** Ben Allen <ben.allen@uni.edu>, "gloria.gibson@uni.edu" <gloria.gibson@uni.edu>, dwight.watson@uni.edu

thought - all 3 of you would like to see this ..... note - the suggestions in the last paragraph.....to consider for the future --- (transportation / liaison to schools)  
I did not respond to the student. Brenda

----- Original Message -----

**Subject:**Re: An Invitation from UNI President Ben Allen

**Date:**Wed, 29 Feb 2012 11:54:48 -0600

**From:**Shan Mooney <smooney@uni.edu>


**To:**Ben Allen <m1600002@uni.edu>

President Allen,

I did attend the assembly on Monday evening. I am sorry that I did not stand up and speak. I would have said, "It is so good to see so many passionate people here tonight. I wish that you would take that passion to the source of the problem at hand. You should all take yourselves to the State Capitol in Des Moines and speak to the state government. They are the ones that keep reducing the budget for this University. That is where the problem lies."

I would like to thank you for taking the time to listen to the emotional outpouring that occurred on Monday. I do hope that you take to heart the questions about transportation and the issue of a liaison at the schools to help with TWS. These two items do seem like something that needs to be considered in the days to come.

Good Luck!

  
non-traditional student  
All Science Teaching

On Fri, Feb 24, 2012 at 12:43 PM,  <@

Thank you for clarifying that for me. I will definitely be there.

On Fri, Feb 24, 2012 at 9:22 AM, Ben Allen <m1600002@uni.edu> wrote:

Note - this meeting is not until Monday - Feb. 27.



On 2/23/2012 4:57 PM, [REDACTED] wrote:

I would be really interested in attending this event. But due to the weather and late notice I will be unable to attend. I would have stayed on campus if I had received this notification a little sooner. I received this notification at 4:42 on Feb. 23.

On Thu, Feb 23, 2012 at 4:42 PM, <[ben-allen@uni-mail.org](mailto:ben-allen@uni-mail.org)> wrote:

Office of the President - University of Northern Iowa

February 23, 2012

Dear UNI Teacher Education Students,

Dean Dwight Watson and I invite you to join us for a meeting on Monday, February 27, 2012 at the Gallagher Bluedorn Performing Arts Center from 11:00 - 11:45 a.m. or 7:00 - 7:45 p.m. We will provide information regarding UNI's Teacher Education program in the context of the Malcolm Price Laboratory School announcement.

We look forward to seeing you next week.

Sincerely,

Benjamin J. Allen  
President

Office of the President  
20 Seerley Hall  
University of Northern Iowa  
Cedar Falls, IA 50614

**Subject:** Re: Are they opening a Lab School?: ISU School of Education will officially be established July 1, 2012

**From:** "Dwight C. Watson" <dwight.watson@uni.edu>

**Date:** 3/4/2012 5:55 PM

**To:** "mary.herring@uni.edu" <mary.herring@uni.edu>

no,

Sent from my iPad

On Mar 3, 2012, at 7:21 PM, "Mary" <mary.herring@uni.edu> wrote:

Sent from my Verizon Wireless BlackBerry

**From:** Leigh Zeitz <leigh.zeitz@gmail.com>

**Date:** Sat, 3 Mar 2012 18:07:37 -0600

**To:** <galloway@uni.edu>

**ReplyTo:** leigh.zeitz@uni.edu

**Cc:** Joe Marchesani<Tcsfuv@gmail.com>; Magda Galloway<maggda@uni.edu>; Mary Herring<Mary.Herring@uni.edu>; Ping Gao<ping.gao@uni.edu>

**Subject:** Are they opening a Lab School?: ISU School of Education will officially be established July 1, 2012

Someone in HyVee told me that ISU has also requested to open a Lab School. I can't find anything to support this.

Is this true?

Leigh

Dr. Leigh E. Zeitz  
Associate Professor  
University of Northern Iowa  
Instructional Technology Division, Coordinator  
1227 W. 27th St  
Cedar Falls, Iowa 50614-0606  
319-273-3249  
<http://drzreflects.com>  
Twitter: zeitza  
Second Life: Leigh Writer  
Skype: leighzeitza

On Sat, Mar 3, 2012 at 5:56 PM, Robin Galloway <[robin.galloway@uni.edu](mailto:robin.galloway@uni.edu)> wrote:

Seems to just involve a structural reorganization of existing programs. It doesn't seem to involve new majors or curricular offerings. However, due to the current climate, the motivations and timing will be suspect. It certainly draws attention to ISU's teaching programs. The average person on the street will understandably perceive this as UNI is closing programs while ISU is opening them.

--  
Robin Galloway  
[galloway@uni.edu](mailto:galloway@uni.edu)

On Sat, Mar 3, 2012 at 3:05 PM, Leigh Zeitz <[leigh.zeitz@gmail.com](mailto:leigh.zeitz@gmail.com)> wrote:

Robin just shared this with me.

Have you seen this?

Z

Dr. Leigh E. Zeitz  
Associate Professor  
University of Northern Iowa  
Instructional Technology Division, Coordinator  
1227 W. 27th St  
Cedar Falls, Iowa 50614-0606  
[319-273-3249](tel:319-273-3249)  
<http://drzreflects.com>  
Twitter: zeitza  
Second Life: Leigh Writer  
Skype: leighzeitza

----- Forwarded message -----

From: Leigh Zeitz <[leigh.zeitz@gmail.com](mailto:leigh.zeitz@gmail.com)>  
Date: Sat, Mar 3, 2012 at 3:04 PM  
Subject: Re: ISU School of Education will officially be established July 1, 2012  
To: Robin Galloway <[robin.galloway@uni.edu](mailto:robin.galloway@uni.edu)>

That's what they want to do.

They want to move the Education school to Ames.

Z

Dr. Leigh E. Zeitz  
Associate Professor  
University of Northern Iowa  
Instructional Technology Division, Coordinator  
1227 W. 27th St  
Cedar Falls, Iowa 50614-0606  
319-273-3249  
<http://drzreflects.com>  
Twitter: zeit  
Second Life: Leigh Writer  
Skype: leighzeit

On Sat, Mar 3, 2012 at 10:14 AM, Robin Galloway <[robin.galloway@uni.edu](mailto:robin.galloway@uni.edu)> wrote:  
Have you seen this?  
<http://www.education.iastate.edu>

On Dec. 8, 2011, the Iowa Board of Regents granted final approval to establish a School of Education at Iowa State. The measure draws together a wide range of well-established ISU education programs under a common administration, effective July 1, 2012. Mission/vision »

School of Education will officially be established July 1, 2012  
<http://www.hs.iastate.edu/about/planning/school-of-education/>

**Subject:** Re: quick info request - field experiences in Cedar Valley  
**From:** Nadene Davidson <nadene.davidson@uni.edu>  
**Date:** 3/6/2012 7:12 AM  
**To:** Stacey Christensen <stacey.christensen@uni.edu>  
**CC:** Becky Hawbaker <becky.hawbaker@uni.edu>, Dianna Briggs <dianna.briggs@uni.edu>, Stacey Christensen <Stacey.Christensen@uni.edu>, "Dr. Dwight C. Watson" <dwight.watson@uni.edu>, Mary Herring <mary.herring@uni.edu>

We will provide what we have by 9.

Sent from my iPhone

On Mar 5, 2012, at 5:21 PM, Stacey Christensen <[stacey.christensen@uni.edu](mailto:stacey.christensen@uni.edu)> wrote:

Hello, I need to provide Ben some data by 9 a.m. tomorrow if possible. Do you have figures on the following:

Number of students who do any sort of field experience in a given year?  
Annually, number of students who complete their field experiences in Cedar Falls?  
Waterloo?  
Annually, number of student teachers in Cedar Falls? Waterloo?

On the PDS site, I see that all schools in CF and Waterloo are to have PDS by the end of the academic year -- is that right?  
Also, we have 22 of the 26 schools currently covered with PDS locally, correct?

I'll even take strong estimates if that's what we can do by tomorrow a.m., thanks.

Stacey Christensen  
University of Northern Iowa  
Public Relations Manager  
[stacey.christensen@uni.edu](mailto:stacey.christensen@uni.edu)  
319-273-6728  
[www.uni.edu/newsroom](http://www.uni.edu/newsroom)

**Subject:** Fwd: United Faculty - AAUP Information letter

**From:** Philip Mauceri <philip.mauceri@uni.edu>

**Date:** 3/6/2012 8:51 AM

**To:** Virginia Arthur <virginia.arthur@uni.edu>, Michael Licari <michael.licari@uni.edu>, farzad moussavi <farzad.moussavi@uni.edu>, Dwight Watson <dwight.watson@uni.edu>, Joel Haack <joel.haack@uni.edu>, Gloria Gibson <gloria.gibson@uni.edu>

FYI

Phil

Philip Mauceri, PhD

Dean

College of Social & Behavioral Sciences

University of Northern Iowa

Cedar Falls, IA 50613

Tel: (319) 273-2221

Fax: (319) 273-2222

----- Forwarded message -----

**From:** Mary Desoto <[cathy.desoto@uni.edu](mailto:cathy.desoto@uni.edu)>

**Date:** Tue, Mar 6, 2012 at 7:39 AM

**Subject:** United Faculty - AAUP Information letter

**To:** Mary Desoto <[cathy.desoto@uni.edu](mailto:cathy.desoto@uni.edu)>

Dear Colleagues,

So many things have been fast moving.

Here is a recap. On or about January 13, UF received notice that the BOR wanted to meet and discuss planned cuts. The purpose of these meetings was to define Program Area (which refers to seniority and recall rights) under Article 5 (staff reductions) of the Master Agreement (see UF website for Master Agreement).

On January 25, President Allen sent a letter to all faculty noting that, unlike with previous cuts and reorganizations, tenured faculty would be affected.

Shortly after, it was announced that Price Lab would be closed.

After an information request from UF and a formal motion to summon President Allen to attend a Faculty Senate meeting, last week on

February 27, both UF-AAUP and the faculty senate were shown lists of the programs and majors the administration proposed to close. The list was shockingly extensive.

Estimates about possible number of layoffs have been around 30, in addition to any Price Lab layoffs that might occur.

First year tenure track faculty at Price Lab received termination notices on March 1, by letter.

Faculty, alumni, advocacy groups and students have been showing concern and questioning the process, especially in the past week.

Here we are, on March 6, 2012.

Yesterday, there were two key developments. First, the administration has asked for and received approval to offer a significant "retirement plan" which looks a bit like a years severance pay. You can read about it here:

<http://cedarfalls.patch.com/articles/iowa-regents-approve-early-retirement-initiative-intended-to-limit-uni-faculty-layoffs>

So far, it looks like it will only be for tenured faculty who are laid off. It is not clear if the severance pay acceptance would negate recall rights; we suspect it would.

Second, there has been a welcome roll back of some of the proposed cuts. We are pleased to see that philosophy and physics as undergraduate degrees will remain at UNI. This is a victory for education and a welcome insertion of the core mission impacting decision making. However, there are still a lot of important programs likely being cut. French, German, Geology, Religion, many more. MA programs in key fields such as Sociology. It is still a very long list. It is not clear how many of these might be changed. Further, with the incentive program and severance pay, it is possible that layoffs may be largely avoided. UF meets today with the BOR and we will keep you posted, to the best of our ability.

Here are some press reports that may be of interest. And we are on the front page of the AAUP webpage.

<http://www.chicagotribune.com/news/chi-ap-ia-northerniowa-prot,0,4900528.story>

[http://www.cbsnews.com/8301-505245\\_162-57389766/u-of-northern-iowa-faculty-protest-cuts-process/](http://www.cbsnews.com/8301-505245_162-57389766/u-of-northern-iowa-faculty-protest-cuts-process/)

<http://www.chicagotribune.com/news/chi-ap-ia-northerniowa-cuts,0,2672298.story>

<http://www.desmoinesregister.com/article/20120302/NEWS02/303020013/-1/NEWS04/UNI-faculty-Study-shows-effects-poor-leadership>

All of this work takes lots of time. We have elected to send most of these letters to all faculty, and not just dues paying members (though some things do just go to members). Attorney consultations get expensive. Please consider making your voice heard, showing support for those persons sticking their neck out on your behalf, and consider joining UF-AAUP TODAY.

[www.uni.edu/unitedfaculty](http://www.uni.edu/unitedfaculty)

Cathy DeSoto  
President, UNI UF –AAUP



**Subject:** Field Experiences

**From:** Nadene Davidson <nadene.davidson@uni.edu>

**Date:** 3/6/2012 9:03 AM

**To:** Stacey Christensen <stacey.christensen@uni.edu>, Dianna Briggs <dianna.briggs@uni.edu>, Becky Hawbaker <becky.hawbaker@uni.edu>, "Dr. Dwight C. Watson" <dwright.watson@uni.edu>

**CC:** Nadene Davidson <davidson@uni.edu>

Stacey,

We place about 130 student teachers in the three local centers (Cedar Falls, and 2 Waterloo centers). These centers include the surrounding communities of Waverly, Jesup, Dunkerton, Denver, Hudson, Janesville. Our central Iowa center would place additional student teachers in the Dike/New Hartford, Reinbeck schools. The north eastern Iowa center would make additional student teaching placements in Independence.

The numbers we have for field experiences would be the specific 80 hours that are required for state accreditation. These numbers are for the 2010-2011 year. These 80 hours are the Level I, II, and III field experiences that occur prior to student teaching.

- There were 688 students in Level I experiences with each student participating in a 30 hour experience, primarily in the local schools.
- There were 131 elementary/middle-level majors in Level III experiences in the CF and Wloo schools. The secondary majors make their own arrangements for placements. The elementary/middle level experience is a week long immersion experience which students often arrange in their hometown or places where they may have convenient housing. Cherin Lee is collecting the data for the secondary level III placements.
- These numbers do not include any of the placements (Level II or other course related placements) at MPLS.
- We are seeking data from faculty in regards to other types of experiences but this varies by course and faculty member.

Nadene

**Dr. Nadene Davidson**

Interim Head

Department of Teaching

University of Northern Iowa

**Subject:** Re: Fwd: Teacher bill

**From:** Patricia Geadelmann <patricia.geadelmann@uni.edu>

**Date:** 3/6/2012 9:07 AM

**To:** Dwight Watson <dwright.watson@uni.edu>

Thanks, Dwight. I don't know what the SELF program is. Could you explain?

Thanks.

Dwight Watson said the following on 3/6/2012 1:00 AM:

I see so much connectivity with this initiative and our programs. As we develop our rural partnerships with the TQP grant, we are indeed working in high needs districts. Rural poverty is a reality in this state and we can champion support for these types of schools moreso than others in the nation. I also see grand possibilities with our enhanced clinical aspirations with the distributed, collaborative model that we are crafting. By placing site-based faculty in the schools for placement, supervision, co-teaching, and professional development, we would be the epitomize what the current literature is saying must be the evolution of clinical practice. With the SELF program that Ty is creating, I see this as the pipeline work that is necessary for recruiting high performing candidates into teaching as well as diversifying the workforce.

On Mon, Mar 5, 2012 at 4:33 PM, Melissa Heston <[melissa.heston@uni.edu](mailto:melissa.heston@uni.edu)> wrote:

On the whole, the bill seems well intentioned, yet I think it will probably provide too little funding on a per student basis to be especially motivating to "high achieving students" if they aren't already planning to become teachers. If we should get a grant we would be face with raising our admission requirements substantially, and this would reduce the number of students in our program and actually create increased barriers for students from underrepresented groups. I'm assuming this is the "Race to the Top" bill for teacher preparation. It seems to me it will require an awful lot of additional data collection and other documentation for relatively little funding given the increased workload for teacher education programs, and the modest benefits for students (the loan forgiveness amounts are quite small given today's costs for a college degree). I dislike the positioning of education as all about saving or recreating a middle class which is being destroyed by systemic inequities that aren't addressable through education alone.

Melissa

On 3/5/2012 4:05 PM, Patricia Geadelmann wrote:

All,

Please note below. I will be meeting with Michele in DC on Wednesday. Please

email me your comments and suggestions.  
Thanks.  
Pat

----- Original Message -----

**Subject:**Teacher bill  
**Date:**Mon, 5 Mar 2012 21:43:28 +0000  
**From:**McLaughlin, Michele (HELP Committee)  
<Michele\_McLaughlin@help.senate.gov>  
**To:**Patricia Geadelmann (Patricia.Geadelmann@uni.edu)  
<Patricia.Geadelmann@uni.edu>

Hi Pat,

I'm not sure if Bethany discussed it with you the last time you were in town, but Senator Harkin will be introducing a teacher program as part of a larger middle class bill that will cover a wide range of issues. I wanted to share the teacher bill with you to get your feedback. Thanks so much!

Michele McLaughlin  
Senior Education Policy Advisor, K-12 Issues  
Chairman Tom Harkin, HELP Committee  
615 Hart \* (202) 224-5501

--

Patricia L. Geadelmann, Ed.D.  
Special Assistant to the President for Board and Governmental Relations  
University of Northern Iowa  
20 Seerley Hall  
Cedar Falls, IA 50614-0705  
Phone: 319-273-6144  
FAX: 319-273-6494

**Subject:** interview with Emily at the Courier  
**From:** Stacey Christensen <stacey.christensen@uni.edu>  
**Date:** 3/6/2012 9:30 AM  
**To:** Ben Allen <ben.allen@uni.edu>, James O'Connor <james.oconnor@uni.edu>  
**CC:** Stacey Christensen <stacey.christensen@uni.edu>, Brenda Buzynski <Brenda.Buzynski@uni.edu>, "Dr. Dwight C. Watson" <dwright.watson@uni.edu>, Jennifer Yarrow <Jennifer.Yarrow@uni.edu>

Attached are some bullet points I have gathered in the last 12 or so hours from Becky and Nadene that show our connectivity to the local schools who host our field placement students and student teachers. For years, we have placed students in field experiences. Note that is different than the PDS model that is newer and serves just 40 of our students. I am not sure where the transition team is in these discussions. But this information can be helpful in your conversation with Emily and Jon from the Courier today to explain that our schools have long hosted our students, mentored our students, etc. and that there are options to expand.

This is in no way polished or complete, but solid information for your meeting this a.m.

— Untitled attachment 00393.txt —

Stacey Christensen  
University of Northern Iowa  
Public Relations Manager  
[stacey.christensen@uni.edu](mailto:stacey.christensen@uni.edu)  
319-273-6728  
[www.uni.edu/newsroom](http://www.uni.edu/newsroom)

— Attachments: —

TEfieldexperientlkpnts.docx	133 KB
Untitled attachment 00393.txt	143 bytes

**Subject:** Re: Fwd: Teacher bill

**From:** Nadene Davidson <nadene.davidson@uni.edu>

**Date:** 3/6/2012 11:10 AM

**To:** Patricia Geadelmann <patricia.geadelmann@uni.edu>

**CC:** Dwight.Watson@uni.edu, Cherin.Lee@uni.edu, Melissa.Heston@uni.edu, Mary.Herring@uni.edu

Pat,

I would support the comment Mary made in terms defining the high need school at 10,000 and only by SES. This would significantly narrow the eligibility of Iowa schools and schools in other states with major rural populations.

I do not see much of a role of higher education at the state level in the development of the guidelines/policies related to this bill. Higher ed is identified on the output requirements with very limited input in establishing the processes for implementation.

On page 8, line 22, where it discusses the data systems required to track the performance of teacher preparation program graduates, I'm not certain the data that would be collected to show the *(ii) persistence in teaching of their graduates*.

Requiring program approval "*not less often than once every 3 years*" (p. 9 line 11) would require additional resources in terms of time and money.

I'm not certain the detail of feedback you are seeking so I'll stop here as others have also provided valuable feedback.

Thanks,  
Nadene

Patricia Geadelmann wrote:

All,

Please note below. I will be meeting with Michele in DC on Wednesday. Please email me your comments and suggestions.

Thanks.

Pat

----- Original Message -----

**Subject:**Teacher bill

**Date:**Mon, 5 Mar 2012 21:43:28 +0000

**From:**McLaughlin, Michele (HELP Committee) <[Michele\\_McLaughlin@help.senate.gov](mailto:Michele_McLaughlin@help.senate.gov)>

**To:**Patricia Geadelmann ([Patricia.Geadelmann@uni.edu](mailto:Patricia.Geadelmann@uni.edu))  
<[Patricia.Geadelmann@uni.edu](mailto:Patricia.Geadelmann@uni.edu)>

Hi Pat,

I'm not sure if Bethany discussed it with you the last time you were in town, but Senator Harkin will be introducing a teacher program as part of a larger middle class bill that will cover a wide range of issues. I wanted to share the teacher bill with you to get your feedback. Thanks so much!

Michele McLaughlin  
Senior Education Policy Advisor, K-12 Issues  
Chairman Tom Harkin, HELP Committee  
615 Hart \* (202) 224-5501

**Dr. Nadene Davidson**  
Interim Head  
Department of Teaching  
University of Northern Iowa

**Subject:** Fwd: Call the Couriers

**From:** Stacey Christensen <stacey.christensen@uni.edu>

**Date:** 3/6/2012 11:20 AM

**To:** Lyn Countryman <lyn.countryman@uni.edu>, Brenda Buzynski <Brenda.Buzynski@uni.edu>, "Dr. Dwight C. Watson" <dwright.watson@uni.edu>

**CC:** Stacey Christensen <stacey.christensen@uni.edu>

Lyn, these are more Call the Couriers I need to respond to. I appreciate very short responses at your earliest convenience. I have cc'd Brenda and Dwight, should they have info too.

Stacey Christensen  
University of Northern Iowa  
Public Relations Manager  
[stacey.christensen@uni.edu](mailto:stacey.christensen@uni.edu)  
319-273-6728  
[www.uni.edu/newsroom](http://www.uni.edu/newsroom)

Begin forwarded message:

If Price Lab School is a research and development school and not just a private school for selected students, how many research articles have they published in professional educational journals over the last 3 years from the school?

How many students are enrolled at Price Lab School? Of that number, how many pay tuition and how many live in the district? What does the district entail, and how much is the tuition?

Do the teachers at Price Lab and NU High have a higher salary than teachers at East, West or Cedar Falls high schools? (can you just get me the average salary for your teachers? Thanks)

I do not live in the Waterloo or Cedar Falls area. What is the annual cost per student to educate the students at Price Lab and what is this in comparison to the Cedar Falls Public School System? What is the main reason the parents of these students do not want to see the school close, does it have to do with the quality of education they feel they are getting compared to the Cedar Falls and Waterloo school districts? How many of the students that are involved in the closing at Price Lab have parents that work for the university?

I recently read a comment from an administrative proponent of the closing of the Price Lab School that said UNI teacher education students would have a more diverse experience in the Waterloo and Cedar Falls schools. That probably is true in the Waterloo schools, but what is the diversity percentage of population at PLS, Cedar Falls Schools and the entire state of Iowa? (again, can you answer just for MPLS)

What kind of tuition do students pay to attend Price Lab?

How many staff members are there at Price Lab and Northern University High? How many of those are administrators, teachers and para-educators? What is the student/teacher ratio?



**Subject:** UNI Faculty Senate Statement re: Program Cuts Process

**From:** Jeffrey Funderburk <jeffrey.funderburk@uni.edu>

**Date:** 3/6/2012 12:47 PM

**To:** FacultySenate@uni.edu, senate-minutes@uni.edu, Ben Allen <ben.allen@uni.edu>, Gloria Gibson <gloria.gibson@uni.edu>

**CC:** Jeffrey Funderburk <jeffrey.funderburk@uni.edu>

Colleagues:

Following the second consultative session with the administrative team which concluded Monday, March 5, the Senate decided to make the attached public statement. Besides distribution to the UNI community, it will be shared with the Senate Presidents and University Provosts from our sister Regents Institutions.

Sincerely,

Jeffrey Funderburk  
Chair, UNI Faculty Senate 2011-12

Jeffrey Funderburk <jeffrey.funderburk@uni.edu>

Professor

School of Music

University of Northern Iowa

---

— Attachments: —

UNI Faculty Senate Statement.pdf

65.2 KB

**Subject:** PLS faculty meeting?

**From:** Alisa Weeks <alisa.weeks@uni.edu>

**Date:** 3/6/2012 1:58 PM

**To:** "Dr. Dwight C. Watson" <Dwight.Watson@uni.edu>

**CC:** Mary-Sue Bartlett <mary-sue.bartlett@uni.edu>

Dwight,

Ginny said you wanted her to have a meeting with the PLS tenured faculty on Thursday afternoon and wanted me to follow up with you. Mary-Sue said you will be gone Thursday afternoon.

Were you wanting Ginny to have the meeting with the PLS staff by herself? Did you want Ginny to organize the meeting or are you already taking care of that?

Ginny is only available from 2pm-4pm on Thursday and says she could do the meeting with PLS faculty in 10-30 minutes.

Alisa

--

Alisa Weeks

Secretary

Office of the Executive Vice President and Provost

University of Northern Iowa

Mail Code 0707

319-273-2519

For deaf or hard of hearing, use Relay 711.

**Subject:** IMPORTANT: Transition Information for Parents

**From:** James Stichter <jim.stichter@uni.edu>

**Date:** 3/6/2012 3:26 PM

**To:** plspublic@uni.edu

**CC:** Nadene Davidson <nadene.davidson@uni.edu>, Dwight Watson

<Dwight.Watson@uni.edu>, Lyn Countryman <lyn.countryman@uni.edu>, Brenda Buzynski <brenda.buzynski@uni.edu>, Joshua Henriksen <joshua.henriksen@uni.edu>, clare struck <clare.struck@uni.edu>, Carrie Dieken <carrie.dieken@uni.edu>, James Stichter <jim.stichter@uni.edu>

Dear MPLS Parents/Guardians:

During this trying time we want to provide communication about transition activities to support students and families in the event of an MPLS closure. We need information from you in order to assist with transition planning. We request that you complete a survey for each child at the respective link below. This will allow the MPLS transition team to coordinate opportunities with local school districts. The subsequent transition plans will be communicated to MPLS/NU families to consider their school options for next year.

Please complete a separate survey for each student you have attending MPLS/NU. There is a specific survey for current Elementary (PK-5) and Secondary (6-11).

**ELEMENTARY LINK:**

<https://docs.google.com/a/uni.edu/spreadsheet/viewform?formkey=dEtabC1rcjAwQzICVld6YWR2ZnIXQVE6MA&pli=1#gid=0>

**SECONDARY LINK:**

<https://docs.google.com/a/uni.edu/spreadsheet/viewform?formkey=dHJoZURMRVlvNzVEQ0IIX3ROMzNENWc6MQ#gid=0>

If you have any questions or concerns please contact your child's administrator or counselor.

Preparing for the worst, and hoping for the best.

**The MPLS Transition Team**

Josh Henriksen  
Secondary Principal  
**319-273-2954**

Carrie Dieken  
Secondary Counselor  
**319-273-3243**

Jim Stichter  
Elementary Principal  
319-273-2232

Clare Struck  
Elementary Counselor  
319-273-6189

Dr. Lyn Countryman  
Interim Director  
319-273-2514

**Subject:** Re: Call the Couriers

**From:** "Lyn Countryman, Ph.D., NBCT" <lyn.countryman@uni.edu>

**Date:** 3/6/2012 3:37 PM

**To:** Stacey Christensen <stacey.christensen@uni.edu>

**CC:** Brenda Buzynski <Brenda.Buzynski@uni.edu>, "Dr. Dwight C. Watson" <dwright.watson@uni.edu>

Stacy

I am working on these. The research pieces is rather lengthy.

On Mar 6, 2012, at 11:20 AM, Stacey Christensen wrote:

Lyn, these are more Call the Couriers I need to respond to. I appreciate very short responses at your earliest convenience. I have cc'd Brenda and Dwight, should they have info too.

Stacey Christensen  
University of Northern Iowa  
Public Relations Manager  
[stacey.christensen@uni.edu](mailto:stacey.christensen@uni.edu)  
319-273-6728  
[www.uni.edu/newsroom](http://www.uni.edu/newsroom)

Begin forwarded message:

If Price Lab School is a research and development school and not just a private school for selected students, how many research articles have they published in professional educational journals over the last 3 years from the school?

to come later today.

How many students are enrolled at Price Lab School? Of that number, how many pay tuition and how many live in the district? What does the district entail, and how much is the tuition?

343 k-12, CFCSD total 253, those students who have been denied open enrollment by CFCSD and therefore have decided to tuition-in = 12.

Everyone has the opportunity to tuition in if they have been denied open-enrollment. They pay the same rate that a district receives from the state. This year it is \$5883.

Do the teachers at Price Lab and NU High have a higher salary than teachers at East, West or Cedar Falls high schools? (can you just get me the average salary for your teachers? Thanks)

**\$44,493 average salary**

I do not live in the Waterloo or Cedar Falls area. What is the annual cost per student to educate the students at Price Lab and what is this in comparison to the Cedar Falls Public School System? What is the main reason the parents of these students do not want to see the school close, does it have to do with the quality of education they feel they are getting compared to the Cedar Falls and Waterloo school districts? How many of the students that are involved in the closing at Price Lab have parents that work for the university?

Annual cost per student to educate PLS students is \$5883, which is the per pupil dollars allocated by the state. The money provided by the university goes to fund teacher education, research and development. Parents don't want to see the school closed because it is a value-added school for the area. It provides a small school feel in a large community. Another reason is the essential role MPLS plays in teacher education with field experience. OVER 75% of the parents of MPLS students are not UNI professors.

I recently read a comment from an administrative proponent of the closing of the Price Lab School that said UNI teacher education students would have a more diverse experience in the Waterloo and Cedar Falls schools. That probably is true in the Waterloo schools, but what is the diversity percentage of population at PLS, Cedar Falls Schools and the entire state of Iowa? (again, can you answer just for MPLS)

The cultural diversity of MPLS is 18.9%. MPLS is more culturally diverse than 90% of the school districts in Iowa. The cultural diversity of CFSD is 5.1%. The state average for Iowa from the last published data is 2%.

What kind of tuition do students pay to attend Price Lab?

There is no tuition.

How many staff members are there at Price Lab and Northern University High?

There are 63 staff: 47.75 are faculty, 3 are administrators, the rest are support staff

How many of those are administrators, teachers and para-educators? What is the student/teacher ratio?

We have no para-educators.

Class sizes range from 15 students- 22 students. Teacher/Student ratio including the 285 university students( in a semester) is 14/1.

Lyn Countryman, Ph.D.

Interim Director

Malcolm Price Lab School transforming into - Iowa's Research and Development School

University of Northern Iowa

Cedar Falls, Iowa 50613

124A

319-273-2614

***Inspiring Innovation in Education***

*The University of Northern Iowa provides transformative learning experiences that inspire students to embrace challenge, engage in critical inquiry and creative thought, and contribute to society.*

**UNI Mission**

**Subject:** Re: IMPORTANT: Transition Information for Parents

**From:** James Stichter <jim.stichter@uni.edu>

**Date:** 3/6/2012 3:59 PM

**To:** plspublic@uni.edu

**CC:** Nadene Davidson <nadene.davidson@uni.edu>, Dwight Watson <Dwight.Watson@uni.edu>, Lyn Countryman <lyn.countryman@uni.edu>, Brenda Buzynski <brenda.buzynski@uni.edu>, Joshua Henriksen <joshua.henriksen@uni.edu>, clare struck <clare.struck@uni.edu>, Carrie Dieken <carrie.dieken@uni.edu>, James Stichter <jim.stichter@uni.edu>

Dear Parents:

There is a problem with the survey link, but we should have it corrected and resent yet today.

We apologize for the inconvenience.

Sincerely,

MPLS Administration

On Tue, Mar 6, 2012 at 3:26 PM, James Stichter <jim.stichter@uni.edu> wrote:

Dear MPLS Parents/Guardians:

During this trying time we want to provide communication about transition activities to support students and families in the event of an MPLS closure. We need information from you in order to assist with transition planning. We request that you complete a survey for each child at the respective link below. This will allow the MPLS transition team to coordinate opportunities with local school districts. The subsequent transition plans will be communicated to MPLS/NU families to consider their school options for next year.

Please complete a separate survey for each student you have attending MPLS/NU. There is a specific survey for current Elementary (PK-5) and Secondary (6-11).

ELEMENTARY LINK:

<https://docs.google.com/a/uni.edu/spreadsheet/viewform?formkey=dEtabC1rcjAwQzICVld6YWVR2ZnIXQVE6MA&pli=1#gid=0>

SECONDARY LINK:

<https://docs.google.com/a/uni.edu/spreadsheet/viewform?formkey=dHJoZURMRVlvNzVEQ0lIX3ROMzNENWc6MQ#gid=0>



If you have any questions or concerns please contact your child's administrator or counselor.

Preparing for the worst, and hoping for the best.

**The MPLS Transition Team**

Josh Henriksen  
Secondary Principal  
**319-273-2954**

Carrie Dieken  
Secondary Counselor  
**319-273-3243**

Jim Stichter  
Elementary Principal  
**319-273-2232**

Clare Struck  
Elementary Counselor  
**319-273-6189**

Dr. Lyn Countryman  
Interim Director  
**319-273-2514**

***Jim Stichter***

Elementary Principal  
Malcolm Price Laboratory School  
University of Northern Iowa  
319-273-2232  
[Jim.Stichter@uni.edu](mailto:Jim.Stichter@uni.edu)  
[www.uni.edu/iowa-rds/](http://www.uni.edu/iowa-rds/)

**Subject:** Re: Fwd: Call the Couriers

**From:** Brenda Buzynski <brenda.buzynski@uni.edu>

**Date:** 3/6/2012 4:05 PM

**To:** Stacey Christensen <stacey.christensen@uni.edu>

**CC:** Lyn Countryman <lyn.countryman@uni.edu>, "Dr. Dwight C. Watson" <dwright.watson@uni.edu>

Stacey -

perhaps you have received the answers - but in case not -- here are some answers -

to #4 below. total cost is \$15,300 / per student (\$5.6 M / 366)

For CF - I have a call into Doug N. - for the cost / student

Brenda

Stacey Christensen said the following on 3/6/2012 11:20 AM:

Lyn, these are more Call the Couriers I need to respond to. I appreciate very short responses at your earliest convenience. I have cc'd Brenda and Dwight, should they have info too.

Stacey Christensen  
University of Northern Iowa  
Public Relations Manager  
[stacey.christensen@uni.edu](mailto:stacey.christensen@uni.edu)  
319-273-6728  
[www.uni.edu/newsroom](http://www.uni.edu/newsroom)

Begin forwarded message:

1. If Price Lab School is a research and development school and not just a private school for selected students, how many research articles have they published in professional educational journals over the last 3 years from the school?
2. How many students are enrolled at Price Lab School? Of that number, how many pay tuition and how many live in the district? What does the district entail, and how much is the tuition?
3. Do the teachers at Price Lab and NU High have a higher salary than teachers at East, West or Cedar Falls high schools? (can you just get me the average salary for your teachers? Thanks)
4. I do not live in the Waterloo or Cedar Falls area. What is the annual cost per student to educate the students at Price Lab and what is this in comparison to the Cedar Falls Public School System?

What is the main reason the parents of these students do not want to see the school close, does it have to do with the quality of education they feel they are getting compared to the Cedar Falls and Waterloo school districts? How many of the students that are involved in the closing at Price Lab have parents that work for the university?

I recently read a comment from an administrative proponent of the closing of the Price Lab School that said UNI teacher education students would have a more diverse experience in the Waterloo and Cedar Falls schools. That probably is true in the Waterloo schools, but what is the diversity percentage of population at PLS, Cedar Falls Schools and the entire state of Iowa? (again, can you answer just for MPLS)

What kind of tuition do students pay to attend Price Lab?

How many staff members are there at Price Lab and Northern University High? How many of those are administrators, teachers and para-educators? What is the student/teacher ratio?

--  
Brenda Buzynski Ph.D.  
UNI - Office of the President  
20 Seerley Hall, Cedar Falls, IA 50614-0705  
PH: 319-273-2566 FAX: 319-273-6494  
[Brenda.Buzynski@uni.edu](mailto:Brenda.Buzynski@uni.edu)

The University of Northern Iowa provides transformative learning experiences that inspire students to embrace challenge, engage in critical inquiry and creative thought, and contribute to society.

**Subject:** Re: Call the Couriers

**From:** "Lyn Countryman, Ph.D., NBCT" <lyn.countryman@uni.edu>

**Date:** 3/6/2012 4:12 PM

**To:** Brenda Buzynski <brenda.buzynski@uni.edu>

**CC:** Stacey Christensen <stacey.christensen@uni.edu>, "Dr. Dwight C. Watson" <dwright.watson@uni.edu>

This is not the cost per student because 3.2 million is for R & D and teacher ed, at least this is what the President expressed

to a group of us when we set the budget for this year.

lyn

On Mar 6, 2012, at 4:05 PM, Brenda Buzynski wrote:

Stacey -

perhaps you have received the answers - but in case not -- here are some answers -

to #4 below. total cost is \$15,300 / per student (\$5.6 M / 366)

For CF - I have a call into Doug N. - for the cost / student

Brenda

Stacey Christensen said the following on 3/6/2012 11:20 AM:

Lyn, these are more Call the Couriers I need to respond to. I appreciate very short responses at your earliest convenience. I have cc'd Brenda and Dwight, should they have info too.

Stacey Christensen

University of Northern Iowa

Public Relations Manager

[stacey.christensen@uni.edu](mailto:stacey.christensen@uni.edu)

319-273-6728

[www.uni.edu/newsroom](http://www.uni.edu/newsroom)

Begin forwarded message:

1. If Price Lab School is a research and development school and not just a private school for selected students, how many research articles have they published in professional educational journals over the last 3 years from the school?

2. How many students are enrolled at Price Lab School? Of that number, how many pay tuition and how many live in the district? What does the district entail, and how much is the tuition?

3. Do the teachers at Price Lab and NU High have a higher salary than teachers at East, West or Cedar Falls high schools? (can you just get me the average salary for your teachers? Thanks)

4. I do not live in the Waterloo or Cedar Falls area. What is the annual cost per student to educate the students at Price Lab and what is this in comparison to the Cedar Falls Public School System? What is the main reason the parents of these students do not want to see the school close, does it have to do with the quality of education they feel they are getting compared to the Cedar Falls and Waterloo school districts? How many of the students that are involved in the closing at Price Lab have parents that work for the university?

I recently read a comment from an administrative proponent of the closing of the Price Lab School that said UNI teacher education students would have a more diverse experience in the Waterloo and Cedar Falls schools. That probably is true in the Waterloo schools, but what is the diversity percentage of population at PLS, Cedar Falls Schools and the entire state of Iowa? (again, can you answer just for MPLS)

What kind of tuition do students pay to attend Price Lab?

How many staff members are there at Price Lab and Northern University High? How many of those are administrators, teachers and para-educators? What is the student/teacher ratio?

--  
Brenda Buzynski Ph.D.  
UNI - Office of the President  
20 Seerley Hall, Cedar Falls, IA 50614-0705  
PH: 319-273-2566 FAX: 319-273-6494  
[Brenda.Buzynski@uni.edu](mailto:Brenda.Buzynski@uni.edu)

The University of Northern Iowa provides transformative learning experiences that inspire students to embrace challenge, engage in critical inquiry and creative thought, and contribute to society.

Lyn Countryman, Ph.D.  
Interim Director  
Malcolm Price Lab School transforming into - Iowa's Research and Development School  
University of Northern Iowa  
Cedar Falls, Iowa 50613  
124A  
319-273-2614  
***Inspiring Innovation in Education***

*The University of Northern Iowa provides transformative learning experiences that inspire students to embrace challenge, engage in critical inquiry and creative thought, and contribute to society.*

**UNI Mission**

**Subject:** Re: IMPORTANT: Transition Information for Parents  
**From:** Brenda Buzynski <brenda.buzynski@uni.edu>  
**Date:** 3/6/2012 4:13 PM  
**To:** James Stichter <jim.stichter@uni.edu>, Lyn Countryman <lyn.countryman@uni.edu>  
**CC:** Nadene Davidson <nadene.davidson@uni.edu>, Dwight Watson <Dwight.Watson@uni.edu>, Joshua Henriksen <joshua.henriksen@uni.edu>, clare struck <clare.struck@uni.edu>, Carrie Dieken <carrie.dieken@uni.edu>

Colleagues ---

The open enrollment forms - need to be received - at the "receiving" district - by April 16.  
(yes, - the home district should have a copy ....but the "receiving district" needs the forms by April 16.

I will send more email on this -- but in the interest of time --- I wanted to send this - and you may want to change the key words on the survey. ....should state "with your receiving school district"

Brenda

James Stichter said the following on 3/6/2012 3:59 PM:

Dear Parents:

There is a problem with the survey link, but we should have it corrected and resent yet today.

We apologize for the inconvenience.

Sincerely,

MPLS Administration

On Tue, Mar 6, 2012 at 3:26 PM, James Stichter <jim.stichter@uni.edu> wrote:  
Dear MPLS Parents/Guardians:

During this trying time we want to provide communication about transition activities to support students and families in the event of an MPLS closure. We need information from you in order to assist with transition planning. We request that you complete a

survey for each child at the respective link below. This will allow the MPLS transition team to coordinate opportunities with local school districts. The subsequent transition plans will be communicated to MPLS/NU families to consider their school options for next year.

Please complete a separate survey for each student you have attending MPLS/NU. There is a specific survey for current Elementary (PK-5) and Secondary (6-11).

**ELEMENTARY LINK:**

<https://docs.google.com/a/uni.edu/spreadsheet/viewform?formkey=dEtabC1rcjAwQzlCVld6YWR2ZnIXQVE6MA&pli=1#gid=0>

**SECONDARY LINK:**

<https://docs.google.com/a/uni.edu/spreadsheet/viewform?formkey=dHJoZURMRVlvNzVEQ0lIX3ROMzNENWc6MQ#gid=0>

If you have any questions or concerns please contact your child's administrator or counselor.

Preparing for the worst, and hoping for the best.

**The MPLS Transition Team**

Josh Henriksen  
Secondary Principal  
319-273-2954

Carrie Dieken  
Secondary Counselor  
319-273-3243

Jim Stichter  
Elementary Principal  
319-273-2232

Clare Struck  
Elementary Counselor  
319-273-6189

Dr. Lyn Countryman  
Interim Director  
319-273-2514



--

***Jim Stichter***

Elementary Principal  
Malcolm Price Laboratory School  
University of Northern Iowa  
319-273-2232  
[Jim.Stichter@uni.edu](mailto:Jim.Stichter@uni.edu)  
[www.uni.edu/iowa-rds/](http://www.uni.edu/iowa-rds/)

--

Brenda Buzynski Ph.D.  
UNI - Office of the President  
20 Seerley Hall, Cedar Falls, IA 50614-0705  
PH: 319-273-2566 FAX: 319-273-6494  
[Brenda.Buzynski@uni.edu](mailto:Brenda.Buzynski@uni.edu)

The University of Northern Iowa provides transformative learning experiences that inspire students to embrace challenge, engage in critical inquiry and creative thought, and contribute to society.

**Subject:** Re: IMPORTANT: Transition Information for Parents

**From:** Brenda Buzynski <brenda.buzynski@uni.edu>

**Date:** 3/6/2012 4:27 PM

**To:** James Stichter <jim.stichter@uni.edu>, Lyn Countryman <lyn.countryman@uni.edu>

**CC:** Nadene Davidson <nadene.davidson@uni.edu>, Dwight Watson

<Dwight.Watson@uni.edu>, Joshua Henriksen <joshua.henriksen@uni.edu>, clare struck  
<clare.struck@uni.edu>, Carrie Dieken <carrie.dieken@uni.edu>

Colleagues,

Attached is the letter the MPLS families received re: the official notification of the school closing and the open enrollment parameters. This information was approved by the Dept. of Education, State of Iowa.

Please note the following on open enrollment:

Students who choose to attend their resident school district or a private or parochial school do not need to complete open enrollment forms. Students who choose to attend a public school district outside their home school district have 45 calendar days from March 1, which is April 14, to complete open enrollment forms with the receiving school district. However, because April 14 is a Saturday, the deadline is Monday, April 16.

-- NOTE: If a student currently resides in CFCSD - their home district is CFSCD. If the student chooses to complete open enrollment forms to attend a public school outside of CFCSD (e.g. Janesville) - the student/parent(s) must complete the open enrollment forms with Janesville (the receiving district) by April 16. (copy of the forms should be provided to CFCSD). Janesville has the option to deny or approve the request -- (typically their school boards meet to approve/deny these requests at their bi-monthly board meetings). CFCSD - does not have the option to deny the student - they do not have a diversity plan (like W'loo does) etc.

For more information:

[http://www.educateiowa.gov/index.php?option=com\\_content&view=article&id=649&Itemid=413](http://www.educateiowa.gov/index.php?option=com_content&view=article&id=649&Itemid=413)

Again, the "receiving" district has the option to accept/deny the open enrollment application.....not the home district.

We can discuss further - if you would like. I hope you can correct the survey to state the "receiving" district. ---- Thanks, Brenda

-----  
James Stichter said the following on 3/6/2012 3:59 PM:

Dear Parents:

There is a problem with the survey link, but we should have it corrected and resent yet today.

We apologize for the inconvenience.

Sincerely,

MPLS Administration

On Tue, Mar 6, 2012 at 3:26 PM, James Stichter <[jim.stichter@uni.edu](mailto:jim.stichter@uni.edu)> wrote:

Dear MPLS Parents/Guardians:

During this trying time we want to provide communication about transition activities to support students and families in the event of an MPLS closure. We need information from you in order to assist with transition planning. We request that you complete a survey for each child at the respective link below. This will allow the MPLS transition team to coordinate opportunities with local school districts. The subsequent transition plans will be communicated to MPLS/NU families to consider their school options for next year.

Please complete a separate survey for each student you have attending MPLS/NU. There is s specific survey for current Elementary (PK-5) and Secondary (6-11).

**ELEMENTARY LINK:**

<https://docs.google.com/a/uni.edu/spreadsheet/viewform?formkey=dEtabC1rcjAwQzICVld6YWR2ZnIXQVE6MA&pli=1#gid=0>

**SECONDARY LINK:**

<https://docs.google.com/a/uni.edu/spreadsheet/viewform?formkey=dHJoZURMRVlvNzVEQ0IIX3ROMzNENWc6MQ#gid=0>

If you have any questions or concerns please contact your child's administrator or counselor.

Preparing for the worst, and hoping for the best.

**The MPLS Transition Team**

Josh Henriksen  
Secondary Principal

**319-273-2954**

Carrie Dieken  
Secondary Counselor  
**319-273-3243**

Jim Stichter  
Elementary Principal  
**319-273-2232**

Clare Struck  
Elementary Counselor  
**319-273-6189**

Dr. Lyn Countryman  
Interim Director  
**319-273-2514**

***Jim Stichter***

Elementary Principal  
Malcolm Price Laboratory School  
University of Northern Iowa  
319-273-2232  
**Jim.Stichter@uni.edu**  
**www.uni.edu/iowa-rds/**

Brenda Buzynski Ph.D.  
UNI - Office of the President  
20 Seerley Hall, Cedar Falls, IA 50614-0705  
PH: 319-273-2566 FAX: 319-273-6494  
**Brenda.Buzynski@uni.edu**

The University of Northern Iowa provides transformative learning experiences that inspire students to embrace challenge, engage in critical inquiry and creative thought, and contribute to society.

— Attachments: —

---

letter.parents.3.1.12.pdf

22.9 KB

**Subject:** Re: IMPORTANT: Transition Information for Parents

**From:** Brenda Buzynski <brenda.buzynski@uni.edu>

**Date:** 3/6/2012 4:31 PM

**To:** James Stichter <jim.stichter@uni.edu>, Lyn Countryman <lyn.countryman@uni.edu>

**CC:** Nadene Davidson <nadene.davidson@uni.edu>, Dwight Watson

<Dwight.Watson@uni.edu>, Joshua Henriksen <joshua.henriksen@uni.edu>, clare struck

<clare.struck@uni.edu>, Carrie Dieken <carrie.dieken@uni.edu>

Colleagues,

I have contacted CFCSD - about obtaining clarification on the questions you had today. - We hope to have this firmed up by Friday, March 9.

Also, who is contacting CF and W'll to ensure - we coordinate - the March 20 and 22 opportunities for students/parents ?

Thanks, Brenda

James Stichter said the following on 3/6/2012 3:59 PM:

Dear Parents:

There is a problem with the survey link, but we should have it corrected and resent yet today.

We apologize for the inconvenience.

Sincerely,

MPLS Administration

On Tue, Mar 6, 2012 at 3:26 PM, James Stichter <jim.stichter@uni.edu> wrote:

Dear MPLS Parents/Guardians:

During this trying time we want to provide communication about transition activities to support students and families in the event of an MPLS closure. We need information from you in order to assist with transition planning. We request that you complete a survey for each child at the respective link below. This will allow the MPLS transition team to coordinate opportunities with local school districts. The subsequent transition plans will be communicated to MPLS/NU families to consider their school options for

next year.

Please complete a separate survey for each student you have attending MPLS/NU.  
There is s specific survey for current Elementary (PK-5) and Secondary (6-11).

ELEMENTARY LINK:

[https://docs.google.com/a/uni.edu/spreadsheet  
/viewform?formkey=dEtabC1rcjAwQzICVld6YWR2ZnIXQVE6MA&pli=1#gid=0](https://docs.google.com/a/uni.edu/spreadsheet/viewform?formkey=dEtabC1rcjAwQzICVld6YWR2ZnIXQVE6MA&pli=1#gid=0)

SECONDARY LINK:

[https://docs.google.com/a/uni.edu/spreadsheet  
/viewform?formkey=dHJoZURMRVlvNzVEQ0lIX3ROMzNENWc6MQ#gid=0](https://docs.google.com/a/uni.edu/spreadsheet/viewform?formkey=dHJoZURMRVlvNzVEQ0lIX3ROMzNENWc6MQ#gid=0)

If you have any questions or concerns please contact your child's administrator or counselor.

Preparing for the worst, and hoping for the best.

**The MPLS Transition Team**

Josh Henriksen  
Secondary Principal  
319-273-2954

Carrie Dieken  
Secondary Counselor  
319-273-3243

Jim Stichter  
Elementary Prinicpal  
319-273-2232

Clare Struck  
Elementary Counselor  
319-273-6189

Dr. Lyn Countryman  
Interim Director  
319-273-2514

--

***Jim Stichter***

Elementary Principal  
Malcolm Price Laboratory School  
University of Northern Iowa  
319-273-2232  
[Jim.Stichter@uni.edu](mailto:Jim.Stichter@uni.edu)  
[www.uni.edu/iowa-rds/](http://www.uni.edu/iowa-rds/)

--

Brenda Buzynski Ph.D.  
UNI - Office of the President  
20 Seerley Hall, Cedar Falls, IA 50614-0705  
PH: 319-273-2566 FAX: 319-273-6494  
[Brenda.Buzynski@uni.edu](mailto:Brenda.Buzynski@uni.edu)

The University of Northern Iowa provides transformative learning experiences that inspire students to embrace challenge, engage in critical inquiry and creative thought, and contribute to society.



**Subject:** Re: Call the Couriers

**From:** Brenda Buzynski <brenda.buzynski@uni.edu>

**Date:** 3/6/2012 4:47 PM

**To:** "Lyn Countryman, Ph.D., NBCT" <lyn.countryman@uni.edu>

**CC:** Stacey Christensen <stacey.christensen@uni.edu>, "Dr. Dwight C. Watson" <dwright.watson@uni.edu>

Good point Lyn. -- I only used the total budget for 11-12 year for the school in the books ---

I defer to others - on the numbers to use.... - Brenda

----

Lyn Countryman, Ph.D., NBCT said the following on 3/6/2012 4:12 PM:

This is not the cost per student because 3.2 million is for R & D and teacher ed, at least this is what the President expressed

to a group of us when we set the budget for this year.

lyn

On Mar 6, 2012, at 4:05 PM, Brenda Buzynski wrote:

Stacey -

perhaps you have received the answers - but in case not -- here are some answers -

to #4 below. total cost is \$15,300 / per student (\$5.6 M / 366)

For CF - I have a call into Doug N. - for the cost / student

Brenda

Stacey Christensen said the following on 3/6/2012 11:20 AM:

Lyn, these are more Call the Couriers I need to respond to. I appreciate very short responses at your earliest convenience. I have cc'd Brenda and Dwight, should they have info too.

Stacey Christensen

University of Northern Iowa

Public Relations Manager

[stacey.christensen@uni.edu](mailto:stacey.christensen@uni.edu)

319-273-6728

[www.uni.edu/newsroom](http://www.uni.edu/newsroom)

Begin forwarded message:

1. If Price Lab School is a research and development school and not just a private school for selected students, how many research articles have they published in professional educational journals over the last 3 years from the school?
2. How many students are enrolled at Price Lab School? Of that number, how many pay tuition and how many live in the district? What does the district entail, and how much is the tuition?
3. Do the teachers at Price Lab and NU High have a higher salary than teachers at East, West or Cedar Falls high schools? (can you just get me the average salary for your teachers? Thanks)
4. I do not live in the Waterloo or Cedar Falls area. What is the annual cost per student to educate the students at Price Lab and what is this in comparison to the Cedar Falls Public School System? What is the main reason the parents of these students do not want to see the school close, does it have to do with the quality of education they feel they are getting compared to the Cedar Falls and Waterloo school districts? How many of the students that are involved in the closing at Price Lab have parents that work for the university?

I recently read a comment from an administrative proponent of the closing of the Price Lab School that said UNI teacher education students would have a more diverse experience in the Waterloo and Cedar Falls schools. That probably is true in the Waterloo schools, but what is the diversity percentage of population at PLS, Cedar Falls Schools and the entire state of Iowa? (again, can you answer just for MPLS)

What kind of tuition do students pay to attend Price Lab?

How many staff members are there at Price Lab and Northern University High? How many of those are administrators, teachers and para-educators? What is the student/teacher ratio?

--

Brenda Buzynski Ph.D.  
UNI - Office of the President  
20 Seerley Hall, Cedar Falls, IA 50614-0705  
PH: 319-273-2566 FAX: 319-273-6494  
[Brenda.Buzynski@uni.edu](mailto:Brenda.Buzynski@uni.edu)

The University of Northern Iowa provides transformative learning experiences that inspire students to embrace challenge, engage in critical inquiry and creative thought, and contribute to society.

Lyn Countryman, Ph.D.  
Interim Director  
Malcolm Price Lab School transforming into - Iowa's Research and Development School  
University of Northern Iowa  
Cedar Falls, Iowa 50613  
124A  
319-273-2614  
*Inspiring Innovation in Education*

*The University of Northern Iowa provides transformative learning experiences that inspire students to embrace challenge, engage in critical inquiry and creative thought, and contribute to society.*

**UNI Mission**

--

Brenda Buzynski Ph.D.  
UNI - Office of the President  
20 Seerley Hall, Cedar Falls, IA 50614-0705  
PH: 319-273-2566 FAX: 319-273-6494  
[Brenda.Buzynski@uni.edu](mailto:Brenda.Buzynski@uni.edu)

The University of Northern Iowa provides transformative learning experiences that inspire students to embrace challenge, engage in critical inquiry and creative thought, and contribute to society.

**Subject:** call the courier research

**From:** "Lyn Countryman, Ph.D., NBCT" <lyn.countryman@uni.edu>

**Date:** 3/6/2012 5:42 PM

**To:** Stacey Christensen <stacey.christensen@uni.edu>

**CC:** "Dr. Dwight C. Watson" <dwright.watson@uni.edu>, Nadene Davidson <ndavidson52@gmail.com>

Stacey,

This is the research we have done.

Most recent to most past.

## **Current Research at MPLS**

### ONE-TO-ONE Research for State

Case, D. , Wilson, M. and Countryman, L. (February 22, 2012) Infrastructure requirements for One-to-One Transformational in Schools. White paper from Malcolm Price Laboratory School, available at: <http://www.uni.edu/iowa-rds/site/initiatives/index.html>

Stone, J. and Countryman, L. (March 10, 2012) Ipad vs MacBook: Making an Informed Decision. White paper from Malcolm Price Laboratory School, available at: <http://www.uni.edu/iowa-rds/site/initiatives/index.html>

Stone, J. and Countryman, L. (April 15, 2012) Challenges of Transitioning to a One-to-One Environment. White paper from Malcolm Price Laboratory School, available at: <http://www.uni.edu/iowa-rds/site/initiatives/index.html>

Beharka, A., Stone, J. and Countryman, L. (in data collection) Transforming to Student-Centered Learning through Technology. proposed date of release May, 2012.

Stone, J. and Countryman, L. (in data collection) Impact of Technology Tools on Student Achievement. proposed date of release July, 2012.

### LEADER IN ME RESEARCH

Countryman, L. and Stone, J. (in data collection) Implementing a Leader in ME in a K-12 setting.

Balong, M. (April, 2012) What Research Says About: Habit 1: Be Proactive. White paper over the educational research supporting Seven Habits of Highly Effective People. Malcolm Price Laboratory School.

Jorgensen, A. (April, 2012) What Research Says About Habit 2: Put First Things First. White paper over the educational research supporting Seven Habits of Highly Effective People. Malcolm Price Laboratory School.

Henriksen, J. (April, 2012) What Research Says About Habit 3: Begin with the End in Mind. White paper over the educational research supporting Seven Habits of Highly Effective People. Malcolm Price Laboratory School.

Clausen, C. (April, 2012) What Research Says About Habit 4: Think Win-Win. White paper over the educational research supporting Seven Habits of Highly Effective People. Malcolm Price Laboratory School.

Nielsen, C. (April, 2012) What Research Says About Habit 5: Seek First to Understand and then to be Understood White

paper over the educational research supporting Seven Habits of Highly Effective People. Malcolm Price Laboratory School.

Hanna, J. (April, 2012) What Research Says About Habit 6: Synergize. White paper over the educational research supporting Seven Habits of Highly Effective People. Malcolm Price Laboratory School.

McCumber, S. (April, 2012) What Research Says About Habit 7: Sharpen the Saw. White paper over the educational research supporting Seven Habits of Highly Effective People. Malcolm Price Laboratory School.

#### Other Current Research by UNI & Visiting Professors

Nielsen, Curtis, Al-Mabuk, R. (in data collection) Transfer of Geospatial Technology from Social Studies to Core Areas, UNI Faculty Research.

Lawrenz, K. and Skaar, N. (In data collection) Investigation of Generalizability of Direct Behavior.

Barnett, M. (in data collection) Young Children's Evaluation of Two Storybook Characters: The role of a "typical" peer's reason for associating with a peer on undesirable characteristics. Kansas State Researcher

Prall, D., and Depken D. (in data collection) Making a Difference through Connection: The Role of the Classroom Teachers.

Uhlenberg, J. and Geiken, R., (in data collection) The Development of Problem Solving in Infants and Toddlers.

Christiason, J. and Bigler, K. (in data collection) Body Mass Index Training and Measurement, Department of Health Study

Rule, A. C., Zhbanova, A.C., & Stichter, M. (in data collection). Effect of a special project on African animals on students' attitudes, work behaviors, and regard by peers.

Zhbanova, K. S., & Rule, A. C. (in preparation). A unique pictorial test for determining children's attitudes toward animals.

Rich, D. & Nielsen, L. (2011 -in preparation). Teacher and Student Use of Language: Advancing Conceptual Understanding of Mathematics in a Reformed-based Mathematics Classroom.

Joram, E. & Eslinger, D. (2012 - in preparation). The Effects of Food Presentation on Food Consumption in Children.

Fontana, F. (2011 - in preparation). Developing Easy-to-Use Physical Activities Guidelines for Elementary School Students.

Finn, K. (2011 - in preparation). Youth Fitness and Childhood Obesity Study.

Garrett, J. (2011 - in preparation). Comparison of Scores on Phonological Awareness Skills In Children with and without Phonological Instruction.

Ruhnke, A. (2011 - in preparation). Physical Activity Following Lateral Ankle Sprain: Immediate Impact and Recovery.

Bohnenkamp, T. & Soni, S. (2011 - in preparation). The Effect of Two Voice Care Approaches on Collision Threshold Pressure (CTP) in Classroom Teachers.

#### **Past Research at MPLS**

Rule, A. C., & Zhbanova, K. S. (in review). Guardians of the Earth: Teaching children to care for all living things. In M. R. Jalongo (Ed.) *Teaching compassion: Humane education in early childhood*. (pp.) Springer.

Rule, A. C., & Schneider, J. S. (in revision). Incorporating Creativity and Thinking Skills into a Pre-K through 8th Grade

Science Enrichment Unit on Flooding. Submitted to *Gifted Child Today* [Peer review].

Rule, A. C., & Zhanova, K. S. (in press). Changing perceptions of unpopular animals through facts, poetry, crafts, and puppet plays. *Early Childhood Education Journal*. Accepted February 22, 2012 (Manuscript # ECEJ1158R1).

Stone, J. (January, 2012). Sinking Your Teeth in Tooth Decay. *Science and Children*

Rule, A. C., Montgomery, S. E., Tallakson, D. A., Stichter, M. K., Barness, A., & Decker, K. M. (in press for July 2012). Teacher candidate attitude changes after experiencing an arts-integrated unit on Africa. (Manuscript 06414). *Social Studies Research and Practice*, 6(2). [International journal, blind peer review, 7-9% acceptance rate].

Curtis Nielsen, Alex Oberle, and Ramanathan Sugumaran. 2011. "Implementing spatial thinking and geospatial technologies into the high school curriculum". *Journal of Geography*. 110:2, 60-69.

Montgomery, S. E., & Rule, A. C. (2011). Integrating the Arts: Pre-service Elementary Teachers Make African Masks of Six Cultures for Social Studies Lessons with Primary Grade Students. *Social Studies Research and Practice*, 6(1), 89-109 [International journal, blind peer review, 11% acceptance rate]. *Three classes of preservice teachers were contributing authors to this article.*

Rule, A. C., & Montgomery, S. E. (2011). Reflections of pre-service elementary teachers after learning about an African culture through mask-making. *Social Studies Research and Practice*, 6(1), 58-74 [International journal, blind peer review, 11% acceptance rate].

Zhanova, K. S., Rule, A. C., Montgomery, S. E., & Nielsen, L. E. (2010). Defining the difference: Comparing integrated and traditional single-subject lessons. *Early Childhood Education Journal* 38(4), 251-258 [Blind peer review, 18% Acceptance rate].

Rule, A. C., Lockhart, A., Darrah, F., & Lindell, L. A. (2010). Cereal box dioramas of Native American cultures: A collaborative project. *Social Studies Research and Practice*, 1, 5 (1), 121-132 [International blind peer-review, 11% acceptance rate]. Retrieved from <http://www.socstrp.org/issues/PDF/5.1.10.pdf>

Rule, A. C., Schneider, J. S., Darrah, F., Highnam, D., Tallakson, D., & Conry, K. A. (2009). Addressing a flooding crisis through games during a special enrichment course. *Iowa Council of Social Studies Journal*, 22(1), 21-25. **Invited article.** [Editor-reviewed].

Rule, A. C., & Lindell, L. A. (2009). Making cereal box dioramas of Native American historic homes and culture. ERIC Document Reproduction Service No. ED507242 Eighty undergraduates were contributing authors to this document; one doctoral graduate student was a co-author.

Stone, J. & Davidson, N. (September, 2009). Twenty-first Century Transformation. *Principal Leadership*.

Countryman, L. (2009). Form and Function in DNA Through Strands of a String. *National Science Digital Library (NSDL) Biological Science Pathways, American Physiological Association*.

Henning, J., Stone, J., & Kelly, J. (2008). Using Action Research to Improve Instruction: An Interactive Guide for Teachers. Routledge Publishing, New York.

Stone, J., Henriksen, L., Stichter, J. and Waggoner, B. (2007). The Senior Year Experience: A tool for High School Reform. *Principal Leadership*.

Stone. J. (2007). Accomplishing Multiple Goals through Community Connections. *The Science Teacher*.

Countryman, L. and M. Schroeder. (1996). Student-led Parent Conferences: Middle School Reforms that Work. *Educational Leadership*, 53(7).

Countryman, L. (1994). Make Science Relevant, Recent, and Responsive. *Science Scope* 17(8).

Countryman, L. (1994). Students Leading Their Own Conference. *Middle Level Educator* 13(1).

Lyn Countryman, Ph.D.

Interim Director

Malcolm Price Lab School transforming into - Iowa's Research and Development School

University of Northern Iowa

Cedar Falls, Iowa 50613

124A

319-273-2614

***Inspiring Innovation in Education***

*The University of Northern Iowa provides transformative learning experiences that inspire students to embrace challenge, engage in critical inquiry and creative thought, and contribute to society.*

**UNI Mission**

**Subject:** Fwd: interview with Emily at the Courier  
**From:** "Dwight C. Watson" <dwight.watson@uni.edu>  
**Date:** 3/7/2012 12:30 AM  
**To:** Mary-Sue Bartlett <mary-sue.bartlett@uni.edu>

Please print attachment.  
Sent from my iPad

Begin forwarded message:

**From:** Stacey Christensen <[stacey.christensen@uni.edu](mailto:stacey.christensen@uni.edu)>  
**Date:** March 6, 2012 9:30:20 AM CST  
**To:** Ben Allen <[ben.allen@uni.edu](mailto:ben.allen@uni.edu)>, James O'Connor <[james.oconnor@uni.edu](mailto:james.oconnor@uni.edu)>  
**Cc:** Stacey Christensen <[stacey.christensen@uni.edu](mailto:stacey.christensen@uni.edu)>, Brenda Buzynski <[Brenda.Buzynski@uni.edu](mailto:Brenda.Buzynski@uni.edu)>, "Dr. Dwight C. Watson" <[dwight.watson@uni.edu](mailto:dwight.watson@uni.edu)>, Jennifer Yarrow <[Jennifer.Yarrow@uni.edu](mailto:Jennifer.Yarrow@uni.edu)>  
**Subject:** interview with Emily at the Courier

Attached are some bullet points I have gathered in the last 12 or so hours from Becky and Nadene that show our connectivity to the local schools who host our field placement students and student teachers. For years, we have placed students in field experiences.

Note that is different than the PDS model that is newer and serves just 40 of our students. I am not sure where the transition team is in these discussions. But this information can be helpful in your conversation with Emily and Jon from the Courier today to explain that our schools have long hosted our students, mentored our students, etc. and that there are options to expand.

This is in no way polished or complete, but solid information for your meeting this a.m.

— Untitled attachment 00145.htm —

Stacey Christensen  
University of Northern Iowa  
Public Relations Manager  
[stacey.christensen@uni.edu](mailto:stacey.christensen@uni.edu)



319-273-6728

[www.uni.edu/newsroom](http://www.uni.edu/newsroom)

— Attachments: —

TEfieldexperienctlkpnts.docx

133 KB

Untitled attachment 00145.htm

493 bytes

**Subject:** Re: Fwd: Call the Couriers  
**From:** Brenda Buzynski <brenda.buzynski@uni.edu>  
**Date:** 3/7/2012 9:52 AM  
**To:** Stacey Christensen <stacey.christensen@uni.edu>  
**CC:** Lyn Countryman <lyn.countryman@uni.edu>, "Dr. Dwight C. Watson" <dwright.watson@uni.edu>

Stacey - for #4 below --- the FY2011 - cost of education for a CFCSD student was \$8,680 per Doug Netger(sp?) - their business operations person. Again, this is the "cost of instruction" - for a student at CFCSD for FY11 .

If question - please let me know. Brenda

Stacey Christensen said the following on 3/6/2012 11:20 AM:

Lyn, these are more Call the Couriers I need to respond to. I appreciate very short responses at your earliest convenience. I have cc'd Brenda and Dwight, should they have info too.

Stacey Christensen  
University of Northern Iowa  
Public Relations Manager  
[stacey.christensen@uni.edu](mailto:stacey.christensen@uni.edu)  
319-273-6728  
[www.uni.edu/newsroom](http://www.uni.edu/newsroom)

Begin forwarded message:

If Price Lab School is a research and development school and not just a private school for selected students, how many research articles have they published in professional educational journals over the last 3 years from the school?

How many students are enrolled at Price Lab School? Of that number, how many pay tuition and how many live in the district? What does the district entail, and how much is the tuition?

Do the teachers at Price Lab and NU High have a higher salary than teachers at East, West or Cedar Falls high schools? (can you just get me the average salary for your teachers? Thanks)

I do not live in the Waterloo or Cedar Falls area. What is the annual cost per student to educate the students at Price Lab and what is this in comparison to the Cedar Falls Public School System? What is the main reason the parents of these students do not want to see the school close, does it have to do with the quality of education they feel they are getting compared to the Cedar Falls and Waterloo school districts? How many of the students that are involved in the closing at Price Lab have parents that work for the university?

I recently read a comment from an administrative proponent of the closing of the Price Lab School that said UNI teacher education students would have a more diverse experience in the Waterloo and Cedar Falls schools. That probably is true in the Waterloo schools, but what is the diversity percentage of population at PLS, Cedar Falls Schools and the entire state of Iowa? (again, can you answer just for MPLS)

What kind of tuition do students pay to attend Price Lab?

How many staff members are there at Price Lab and Northern University High? How many of those are administrators, teachers and para-educators? What is the student/teacher ratio?

--  
Brenda Buzynski Ph.D.  
UNI - Office of the President  
20 Seerley Hall, Cedar Falls, IA 50614-0705  
PH: 319-273-2566 FAX: 319-273-6494  
[Brenda.Buzynski@uni.edu](mailto:Brenda.Buzynski@uni.edu)

The University of Northern Iowa provides transformative learning experiences that inspire students to embrace challenge, engage in critical inquiry and creative thought, and contribute to society.

**Subject:** UPDATED PARENT SURVEY: Please Read

**From:** James Stichter <jim.stichter@uni.edu>

**Date:** 3/7/2012 10:42 AM

**To:** plspublic@uni.edu

**CC:** Lyn Countryman <lyn.countryman@uni.edu>, Joshua Henriksen

<joshua.henriksen@uni.edu>, Nadene Davidson <nadene.davidson@uni.edu>, Brenda

Buzynski <brenda.buzynski@uni.edu>, James Stichter <jim.stichter@uni.edu>

Dear MPLS Parents/Guardians:

We apologize for the delay but the school interest survey is now available and working properly. During this trying time we want to provide communication about transition activities to support students and families in the event of an MPLS closure. We need information from you in order to assist with transition planning. We request that you complete a survey for each child at the respective link below. This will allow the MPLS transition team to coordinate opportunities with local school districts. The subsequent transition plans will be communicated to MPLS/NU families to consider their school options for next year.

Please complete a separate survey for each student you have attending MPLS/NU. There is a specific survey for current Elementary (PK-5) and Secondary (6-11).

**ELEMENTARY LINK:**

<https://docs.google.com/spreadsheet/viewform?formkey=dEtDekc5aFFLejhFMHJoLVVidVp0Vke6MQ>

**SECONDARY LINK:**

<https://docs.google.com/spreadsheet/viewform?formkey=dGdEWXJSaVRucndjenJ4VzJKZmRuamc6MQ>

If you have any questions or concerns please contact your child's administrator or counselor.

Preparing for the worst, and hoping for the best.

**The MPLS Transition Team**

Josh Henriksen

Secondary Principal

319-273-2954

Carrie Dieken

Secondary Counselor

319-273-3243

Jim Stichter

Elementary Principal  
319-273-2232

Clare Struck  
Elementary Counselor  
319-273-6189

**Subject:** Re: Call the Couriers

**From:** Stacey Christensen <stacey.christensen@uni.edu>

**Date:** 3/7/2012 11:31 AM

**To:** "Lyn Countryman, Ph.D., NBCT" <lyn.countryman@uni.edu>

**CC:** Stacey Christensen <stacey.christensen@uni.edu>, Brenda Buzynski <brenda.buzynski@uni.edu>, "Dr. Dwight C. Watson" <dwright.watson@uni.edu>

What is the cost for an MPLS student?

Stacey Christensen

University of Northern Iowa

Public Relations Manager

[stacey.christensen@uni.edu](mailto:stacey.christensen@uni.edu)

319-273-6728

[www.uni.edu/newsroom](http://www.uni.edu/newsroom)

On Mar 6, 2012, at 4:12 PM, Lyn Countryman, Ph.D., NBCT wrote:

This is not the cost per student because 3.2 million is for R & D and teacher ed, at least this is what the President expressed to a group of us when we set the budget for this year.

lyn

On Mar 6, 2012, at 4:05 PM, Brenda Buzynski wrote:

Stacey -

perhaps you have received the answers - but in case not -- here are some answers -

to #4 below. total cost is \$15,300 / per student (\$5.6 M / 366)

For CF - I have a call into Doug N. - for the cost / student

Brenda

Stacey Christensen said the following on 3/6/2012 11:20 AM:

Lyn, these are more Call the Couriers I need to respond to. I appreciate very short responses at your earliest convenience. I have cc'd Brenda and Dwight, should they have info too.

Stacey Christensen

University of Northern Iowa

Public Relations Manager  
[stacey.christensen@uni.edu](mailto:stacey.christensen@uni.edu)  
319-273-6728  
[www.uni.edu/newsroom](http://www.uni.edu/newsroom)

Begin forwarded message:

1. If Price Lab School is a research and development school and not just a private school for selected students, how many research articles have they published in professional educational journals over the last 3 years from the school?
2. How many students are enrolled at Price Lab School? Of that number, how many pay tuition and how many live in the district? What does the district entail, and how much is the tuition?
3. Do the teachers at Price Lab and NU High have a higher salary than teachers at East, West or Cedar Falls high schools? (can you just get me the average salary for your teachers? Thanks)
4. I do not live in the Waterloo or Cedar Falls area. What is the annual cost per student to educate the students at Price Lab and what is this in comparison to the Cedar Falls Public School System? What is the main reason the parents of these students do not want to see the school close, does it have to do with the quality of education they feel they are getting compared to the Cedar Falls and Waterloo school districts? How many of the students that are involved in the closing at Price Lab have parents that work for the university?

I recently read a comment from an administrative proponent of the closing of the Price Lab School that said UNI teacher education students would have a more diverse experience in the Waterloo and Cedar Falls schools. That probably is true in the Waterloo schools, but what is the diversity percentage of population at PLS, Cedar Falls Schools and the entire state of Iowa? (again, can you answer just for MPLS)

What kind of tuition do students pay to attend Price Lab?

How many staff members are there at Price Lab and Northern University High? How many of those are administrators, teachers and para-educators? What is the student/teacher ratio?

--

Brenda Buzynski Ph.D.  
UNI - Office of the President  
20 Seerley Hall, Cedar Falls, IA 50614-0705  
PH: 319-273-2566 FAX: 319-273-6494  
[Brenda.Buzynski@uni.edu](mailto:Brenda.Buzynski@uni.edu)

The University of Northern Iowa provides transformative learning experiences that inspire students to embrace challenge, engage in critical inquiry and creative thought, and contribute to society.

Lyn Countryman, Ph.D.  
Interim Director  
Malcolm Price Lab School transforming into - Iowa's Research and Development School  
University of Northern Iowa  
Cedar Falls, Iowa 50613  
124A  
319-273-2614  
*Inspiring Innovation in Education*

*The University of Northern Iowa provides transformative learning experiences that inspire students to embrace challenge, engage in critical inquiry and creative thought, and contribute to society.*

**UNI Mission**



**Subject:** Re: call the courier research  
**From:** Stacey Christensen <stacey.christensen@uni.edu>  
**Date:** 3/7/2012 11:31 AM  
**To:** "Lyn Countryman, Ph.D., NBCT" <lyn.countryman@uni.edu>  
**CC:** Stacey Christensen <stacey.christensen@uni.edu>, "Dr. Dwight C. Watson" <dwright.watson@uni.edu>, Nadene Davidson <ndavidson52@gmail.com>

Thanks, are you working through the other questions?

Stacey Christensen  
University of Northern Iowa  
Public Relations Manager  
[stacey.christensen@uni.edu](mailto:stacey.christensen@uni.edu)  
319-273-6728  
[www.uni.edu/newsroom](http://www.uni.edu/newsroom)

On Mar 6, 2012, at 5:42 PM, Lyn Countryman, Ph.D., NBCT wrote:

Stacey,

This is the research we have done.

Most recent to most past.

### **Current Research at MPLS**

#### **ONE-TO-ONE Research for State**

Case, D. , Wilson, M. and Countryman, L. (February 22, 2012) Infrastructure requirements for One-to-One Transformational in Schools. White paper from Malcolm Price Laboratory School, available at: <http://www.uni.edu/iowa-rds/site/initiatives/index.html>

Stone, J. and Countryman, L. (March 10, 2012) Ipad vs MacBook: Making an Informed Decision. White paper from Malcolm Price Laboratory School, available at: <http://www.uni.edu/iowa-rds/site/initiatives/index.html>

Stone, J. and Countryman, L. (April 15, 2012) Challenges of Transitioning to a One-to-One Environment. White paper from Malcolm Price Laboratory School, available at: <http://www.uni.edu/iowa-rds/site/initiatives/index.html>

Beharka, A., Stone, J. and Countryman, L. (in data collection) Transforming to Student-Centered Learning through Technology. proposed date of release May, 2012.

Stone, J. and Countryman, L. (in data collection) Impact of Technology Tools on Student Achievement. proposed date of release July, 2012.

#### **LEADER IN ME RESEARCH**

Countryman, L. and Stone, J. (in data collection) Implementing a Leader in ME in a K-12 setting.

Balong, M. (April, 2012) What Research Says About: Habit 1: Be Proactive. White paper over the educational research supporting Seven Habits of Highly Effective People. Malcolm Price Laboratory School.

Jorgensen, A. (April, 2012) What Research Says About Habit 2: Put First Things First. White paper over the educational research supporting Seven Habits of Highly Effective People. Malcolm Price Laboratory School.

Henriksen, J. (April, 2012) What Research Says About Habit 3: Begin with the End in Mind. White paper over the educational research supporting Seven Habits of Highly Effective People. Malcolm Price Laboratory School.

Clausen, C. (April, 2012) What Research Says About Habit 4: Think Win-Win. White paper over the educational research supporting Seven Habits of Highly Effective People. Malcolm Price Laboratory School.

Nielsen, C. (April, 2012) What Research Says About Habit 5: Seek First to Understand and then to be Understood. White paper over the educational research supporting Seven Habits of Highly Effective People. Malcolm Price Laboratory School.

Hanna, J. (April, 2012) What Research Says About Habit 6: Synergize. White paper over the educational research supporting Seven Habits of Highly Effective People. Malcolm Price Laboratory School.

McCumber, S. (April, 2012) What Research Says About Habit 7: Sharpen the Saw. White paper over the educational research supporting Seven Habits of Highly Effective People. Malcolm Price Laboratory School.

#### Other Current Research by UNI & Visiting Professors

Nielsen, Curtis, Al-Mabuk, R. (in data collection) Transfer of Geospatial Technology from Social Studies to Core Areas, UNI Faculty Research.

Lawrenz, K. and Skaar, N. (In data collection) Investigation of Generalizability of Direct Behavior.

Barnett, M. (in data collection) Young Children's Evaluation of Two Storybook Characters: The role of a "typical" peer's reason for associating with a peer on undesirable characteristics. Kansas State Researcher

Prall, D., and Depken D. (in data collection) Making a Difference through Connection: The Role of the Classroom Teachers.

Uhlenberg, J. and Geiken, R., (in data collection) The Development of Problem Solving in Infants and Toddlers.

Christiason, J. and Bigler, K. (in data collection) Body Mass Index Training and Measurement, Department of Health Study

Rule, A. C., Zhbanova, A.C., & Stichter, M. (in data collection). Effect of a special project on African animals on students' attitudes, work behaviors, and regard by peers.

Zhbanova, K. S., & Rule, A. C. (in preparation). A unique pictorial test for determining children's attitudes toward animals.

Rich, D. & Nielsen, L. (2011 -in preparation). Teacher and Student Use of Language: Advancing Conceptual Understanding of Mathematics in a Reformed-based Mathematics Classroom.

Joram, E. & Eslinger, D. (2012 - in preparation). The Effects of Food Presentation on Food Consumption in Children.

Fontana, F. (2011 - in preparation). Developing Easy-to-Use Physical Activities Guidelines for Elementary School

## Students.

Finn, K. (2011 - in preparation). Youth Fitness and Childhood Obesity Study.

Garrett, J. (2011 - in preparation). Comparison of Scores on Phonological Awareness Skills In Children with and without Phonological Instruction.

Ruhnke, A. (2011 - in preparation). Physical Activity Following Lateral Ankle Sprain: Immediate Impact and Recovery.

Bohnenkamp, T. & Soni, S. (2011 - in preparation). The Effect of Two Voice Care Approaches on Collision Threshold Pressure (CTP) in Classroom Teachers.

## Past Research at MPLS

Rule, A. C., & Zhbanova, K. S. (in review). Guardians of the Earth: Teaching children to care for all living things. In M. R. Jalongo (Ed.) *Teaching compassion: Humane education in early childhood*. (pp.) Springer.

Rule, A. C., & Schneider, J. S. (in revision). Incorporating Creativity and Thinking Skills into a Pre-K through 8th Grade Science Enrichment Unit on Flooding. Submitted to *Gifted Child Today* [Peer review].

Rule, A. C., & Zhbanova, K. S. (in press). Changing perceptions of unpopular animals through facts, poetry, crafts, and puppet plays. *Early Childhood Education Journal*. Accepted February 22, 2012 (Manuscript # ECEJ1158R1).

Stone, J. (January, 2012). Sinking Your Teeth in Tooth Decay. *Science and Children*

Rule, A. C., Montgomery, S. E., Tallakson, D. A., Stichter, M. K., Barness, A., & Decker, K. M. (in press for July 2012). Teacher candidate attitude changes after experiencing an arts-integrated unit on Africa. (Manuscript 06414). *Social Studies Research and Practice*, 6(2). [International journal, blind peer review, 7-9% acceptance rate].

Curtis Nielsen, Alex Oberle, and Ramanathan Sugumaran. 2011. "Implementing spatial thinking and geospatial technologies into the high school curriculum". *Journal of Geography*. 110:2, 60-69.

Montgomery, S. E., & Rule, A. C. (2011). Integrating the Arts: Pre-service Elementary Teachers Make African Masks of Six Cultures for Social Studies Lessons with Primary Grade Students. *Social Studies Research and Practice*, 6(1), 89-109 [International journal, blind peer review, 11% acceptance rate]. *Three classes of preservice teachers were contributing authors to this article.*

Rule, A. C., & Montgomery, S. E. (2011). Reflections of pre-service elementary teachers after learning about an African culture through mask-making. *Social Studies Research and Practice*, 6(1), 58-74 [International journal, blind peer review, 11% acceptance rate].

Zhbanova, K. S., Rule, A. C., Montgomery, S. E., & Nielsen, L. E. (2010). Defining the difference: Comparing integrated and traditional single-subject lessons. *Early Childhood Education Journal* 38(4), 251-258 [Blind peer review, 18% Acceptance rate].

Rule, A. C., Lockhart, A., Darrah, F., & Lindell, L. A. (2010). Cereal box dioramas of Native American cultures: A collaborative project. *Social Studies Research and Practice*, 1, 5 (1), 121-132 [International blind peer-review, 11% acceptance rate]. Retrieved from <http://www.socstrp.org/issues/PDF/5.1.10.pdf>

Rule, A. C., Schneider, J. S., Darrah, F., Highnam, D., Tallakson, D., & Conry, K. A. (2009). Addressing a flooding crisis through games during a special enrichment course. *Iowa Council of Social Studies Journal*, 22(1), 21-25. **Invited article.** [Editor-reviewed].

Rule, A. C., & Lindell, L. A. (2009). Making cereal box dioramas of Native American historic homes and culture. ERIC Document Reproduction Service No. ED507242 Eighty undergraduates were contributing authors to this document; one doctoral graduate student was a co-author.

Stone, J. & Davidson, N. (September, 2009). Twenty-first Century Transformation. *Principal Leadership*.

Countryman, L. (2009). Form and Function in DNA Through Strands of a String. *National Science Digital Library (NSDL) Biological Science Pathways, American Physiological Association*.

Henning, J., Stone, J., & Kelly, J. (2008). Using Action Research to Improve Instruction: An Interactive Guide for Teachers. Routledge Publishing, New York.

Stone, J., Henriksen, L., Stichter, J. and Waggoner, B. (2007). The Senior Year Experience: A tool for High School Reform. *Principal Leadership*.

Stone, J. (2007). Accomplishing Multiple Goals through Community Connections. *The Science Teacher*.

Countryman, L. and M. Schroeder. (1996). Student-led Parent Conferences: Middle School Reforms that Work. *Educational Leadership*, 53(7).

Countryman, L. (1994). Make Science Relevant, Recent, and Responsive. *Science Scope* 17(8).

Countryman, L. (1994). Students Leading Their Own Conference. *Middle Level Educator* 13(1).

Lyn Countryman, Ph.D.

Interim Director

Malcolm Price Lab School transforming into - Iowa's Research and Development School

University of Northern Iowa

Cedar Falls, Iowa 50613

124A

319-273-2614

***Inspiring Innovation in Education***

*The University of Northern Iowa provides transformative learning experiences that inspire students to embrace challenge, engage in critical inquiry and creative thought, and contribute to society.*

**UNI Mission**

**Subject:** Fwd: info

**From:** dianna briggs <dianna.briggs@uni.edu>

**Date:** 3/7/2012 11:46 AM

**To:** Cherin Lee <Cherin.Lee@uni.edu>, Melissa Heston <melissa.heston@uni.edu>, Becky Hawbaker <becky.hawbaker@uni.edu>, Nadene Davidson <nadene.davidson@uni.edu>

**CC:** Dianna Briggs <dianna.briggs@uni.edu>, Dwight Watson <dwright.watson@uni.edu>

This was forwarded to me from the letter Dave Stoakes sent to his teachers. We're going to have to deal with his last statement about stipends and/or release time for the teachers. Although we mentioned it briefly, we didn't do anything definitive about it in our meeting yesterday.

Dianna

----- Original Message -----

**Subject:**info

**Date:**Wed, 7 Mar 2012 11:01:14 -0600

**To:**dianna briggs <[dianna.briggs@uni.edu](mailto:dianna.briggs@uni.edu)>

Here is the partial paragraph from the letter that was sent to CF faculty .....

Historically, the Cedar Falls School District has not required C.F. teachers to participate in the field experience program for pre-service teachers from U.N.I. or any other college or university. That philosophy will continue. Acknowledging the extra time and effort on the part of classroom teachers to assist with pre-service teacher field experiences, President Allen has committed to providing additional funding. These funds, which are currently undetermined, will be used to hire U.N.I. faculty to assist in the supervision of pre-service teacher field experiences, and also to provide stipends and/or release time for PK-12 classroom teachers.

--

**Subject:** Fwd: UNI FOI

**From:** Stacey Christensen <stacey.christensen@uni.edu>

**Date:** 3/7/2012 12:54 PM

**To:** Timothy McKenna <Tim.McKenna@uni.edu>, Gary Shontz <Gary.Shontz@uni.edu>, Pat Woelber <Pat.Woelber@uni.edu>, Gloria Gibson <gloria.gibson@uni.edu>, Mary-Sue Bartlett <Mary-Sue.Bartlett@uni.edu>, "Dr. Dwight C. Watson" <dwright.watson@uni.edu>

**CC:** Stacey Christensen <stacey.christensen@uni.edu>

Note this revised FOI request from the Cedar Rapids Gazette. They are willing to pay the estimated fees. Please note the request is for Dec. 1, 2011 to March 7, 2012 and just for Gloria and Dwight, specific to emails. Please confirm you have received this request and can have someone start working on this. When the pertinent emails are retrieved, Tim McKenna needs to review, thanks. Please let me know an estimated timeframe for this data so I can let Diane know, thanks.

Stacey Christensen  
University of Northern Iowa  
Public Relations Manager  
[stacey.christensen@uni.edu](mailto:stacey.christensen@uni.edu)  
319-273-6728  
[www.uni.edu/newsroom](http://www.uni.edu/newsroom)

Begin forwarded message:

**From:** Diane Heldt <[Diane.Heldt@sourcemedi.net](mailto:Diane.Heldt@sourcemedi.net)>  
**Date:** March 7, 2012 9:16:20 AM CST  
**To:** "Stacey Christensen ([stacey.christensen@uni.edu](mailto:stacey.christensen@uni.edu))" <[stacey.christensen@uni.edu](mailto:stacey.christensen@uni.edu)>  
**Subject:** FW: UNI FOI

Stacey,

Upon further review, we would like to request any emails sent or received by Provost Gloria Gibson and Education Dean Dwight Watson, since Dec. 1, 2011 to present, discussing the Price Lab closure. We are already getting President Allen's emails through the KCRG request, so this is an additional request for the emails of the other two officials. You can keep me posted on the cost. Sorry for the confusion about this.

Thanks!

Diane

## Diane Heldt

**Higher education reporter**

201 S. Clinton St. Suite 200

Iowa City, Iowa 52240

W: 319-339-3158

C: 319-270-7569

[diane.heldt@sourcemedia.net](mailto:diane.heldt@sourcemedia.net)



**Subject:** [COE-L] March Message from Dr. Dwight C. Watson

**From:** Mary-Sue Bartlett <mary-sue.bartlett@uni.edu>

**Date:** 3/7/2012 4:33 PM

**To:** coe-l@uni.edu, Ben Allen <ben.allen@uni.edu>, Gloria Gibson <gloria.gibson@uni.edu>, BRENDA C BUZYNSKI <Brenda.Buzynski@uni.edu>, Pat Woelber <pat.woelber@uni.edu>, Stacey Christensen <Stacey.Christensen@uni.edu>, Andrea Elliott <andrea.elliott@uni.edu>

### Through Adversity There is Opportunity:

These last few weeks have been trying for many of us; and for our colleagues at Malcolm Price Lab School, this time has been desperate and disparate. As I stated in my message to students, I recognize that Malcolm Price Lab School has been an established component of the teacher education program at the University of Northern Iowa for over 50 years. Throughout the years, the faculty and staff have created a learning environment that was responsive to the educational needs of PK-12 learners as well as education students. The faculty was specifically chosen because of their commitment to teaching and teacher preparation. Another component of the laboratory school was to create, implement, and showcase effective instructional practices and innovative curriculum design.

As I reflect on the wealth of expertise the lab school provided, I would be remiss to state that the school was the foundational element of the teacher education program. As a former normal school, UNI's mission was to populate the state with teachers. Currently we prepare 25% of the teachers in the state and 33% of the principals and superintendents. I came to UNI because of this 136 year history of preparing teachers. I came to UNI because the university had a strategic commitment to teacher education. I came to UNI because there were dedicated faculty who invested their professional lives in the care and preservation of effective teaching. With the closing of the laboratory school, the reasons I came to UNI still persist.

Due to the closing of Malcolm Price Laboratory School, a multitude of students are concerned that this will be the demise of teacher education at UNI. I understand their concern about the future of teacher education at UNI. As I read every letter I received from students and I listened to the commentary about students' support of the lab school, it was revealed that they wanted:

Committed and supportive teachers to guide them through their clinical experiences;

Proximity experiences that fit into their instructional day; and,

Authentic classroom settings in which they can perfect their craft at becoming effective teachers.

To remedy the students' concerns, we need to establish demonstrative, collaborative partnerships that fulfill UNI's need for varied clinical experiences. Recently, in conversations



with the Cedar Falls and Waterloo superintendents, there was a determined commitment on the part of the superintendents to:

- Avail their teachers for intentional, connected, sustainable field experiences;
- Guarantee placement slots based on UNI's needs;
- Support the Teacher Work Sample and the preparation necessary to engage their teachers in this process;
- Accommodate schedules that will allow for proximal, short-term field experiences similar to the Level II experiences at Price Lab School;
- Establish a distributive model for clinical placement and supervision that will enable university-based faculty to work in the schools to support practicing teachers and teacher education students; and
- Create shared professional development and co-teaching opportunities for practicing teachers and university faculty in order to nurture the instructional abilities of education students.

I exited these meetings energized and enthused that what we were proposing would move us toward our premier aspirations. I have always believed that *through adversity there is opportunity*. The closing of Malcolm Price Lab School will indeed be a mournful occurrence, but it will not be the demise of the teacher education program at the University of Northern Iowa. I came to UNI to situate our legendary program as the premier teacher education program in the state and nation. With the assurances from our collaborative partners, I am even more committed to this aspirational intent and encourage your commitment as well, as we journey together.

Dr. Dwight C. Watson

Dean, College of Education

**Subject:** RE: [COE-L] March Message from Dr. Dwight C. Watson  
**From:** "Ty Perkins" <ty.perkins@uni.edu>  
**Date:** 3/7/2012 5:21 PM  
**To:** Dwight.Watson@uni.edu

Hi Dr. Watson,

This was a very thoughtful and sincere email that I know will be appreciated by your team! You are probably not hearing many positive things with everything that is going on but people trust you and appreciate your honesty throughout the entire process. I hear it all the time. Even in the locker room today after working out I overheard a few of your department chairs talking and really had positive things to say about you and how you have handled things.

By the way, thanks again for Dinner last week. Bianca and I really enjoyed it! If you are ever traveling through Clinton or to Chicago, Bianca and I would love to have you over for dinner at our home in Clinton. Sorry, not much room to entertain in our apartment in Cedar Falls. Our dining room card table just doesn't cut it. LOL LOL Have a great day!

Thanks,

Ty Perkins

---

**From:** Mary-Sue Bartlett [mailto:mary-sue.bartlett@uni.edu]  
**Sent:** Wednesday, March 07, 2012 4:33 PM  
**To:** coe-l@uni.edu; Ben Allen; Gloria Gibson; BRENDA C BUZYNSKI; Pat Woelber; Stacey Christensen; Andrea Elliott  
**Subject:** [COE-L] March Message from Dr. Dwight C. Watson

Through Adversity There is Opportunity:

These last few weeks have been trying for many of us; and for our colleagues at Malcolm Price Lab School, this time has been desperate and disparate. As I stated in my message to students, I recognize that Malcolm Price Lab School has been an established component of the teacher education program at the University of Northern Iowa for over 50 years. Throughout the years, the faculty and staff have created a learning environment that was responsive to the educational needs of PK-12 learners as well as education students. The faculty was specifically chosen because of their commitment to teaching and teacher preparation. Another component of the laboratory school was to create, implement, and showcase effective instructional practices and innovative curriculum design.

As I reflect on the wealth of expertise the lab school provided, I would be remiss to state that the school was the foundational element of the teacher education program. As a former normal school, UNI's mission was to populate the state with teachers. Currently we prepare 25% of the teachers in the state and 33% of the principals and superintendents. I came to UNI because of this 136 year history of preparing teachers. I came to UNI because the university had a strategic commitment to teacher education. I came to UNI because there were dedicated faculty who invested their professional lives in the care and preservation of effective teaching. With the closing of the laboratory school, the reasons I came to UNI still persist.

Due to the closing of Malcolm Price Laboratory School, a multitude of students are concerned that this will be the demise of teacher education at UNI. I understand their concern about the future of teacher education at UNI. As I read every letter I received from students and I listened to the commentary about students' support of the lab school, it was revealed that they wanted:

Committed and supportive teachers to guide them through their clinical experiences;

Proximity experiences that fit into their instructional day; and,

Authentic classroom settings in which they can perfect their craft at becoming effective teachers.

To remedy the students' concerns, we need to establish demonstrative, collaborative partnerships that fulfill UNI's need for varied clinical experiences. Recently, in conversations with the Cedar Falls and Waterloo superintendents, there was a determined commitment on the part of the superintendents to:

- Avail their teachers for intentional, connected, sustainable field experiences;
- Guarantee placement slots based on UNI's needs;
- Support the Teacher Work Sample and the preparation necessary to engage their teachers in this process;
- Accommodate schedules that will allow for proximal, short-term field experiences similar to the Level II experiences at Price Lab School;
- Establish a distributive model for clinical placement and supervision that will enable university-based faculty to work in the schools to support practicing teachers and teacher education students; and
- Create shared professional development and co-teaching opportunities for practicing teachers and university faculty in order to nurture the instructional abilities of education students.

I exited these meetings energized and enthused that what we were proposing would move us toward our premier aspirations. I have always believed that *through adversity there is opportunity*. The closing of Malcolm Price Lab School will indeed be a mournful occurrence, but it will not be the demise of the teacher education program at the University of Northern Iowa. I came to UNI to situate our legendary program as the premier teacher education program in the state and nation. With the assurances from our collaborative partners, I am even more committed to this aspirational intent and encourage your commitment as well, as we journey together.

Dr. Dwight C. Watson  
Dean, College of Education

**Subject:** Re: [COE-L] March Message from Dr. Dwight C. Watson  
**From:** Barry Wilson <barry.wilson@uni.edu>  
**Date:** 3/7/2012 7:39 PM  
**To:** "Dr. Dwight C. Watson" <dwright.watson@uni.edu>  
**CC:** stacey.christiansen@uni.edu

I share the spirit of your message but the promises of the superintendents do not match the messages that our faculty are receiving from teachers and principals.

I mention this only to suggest that appealing to their support doesn't gain much traction with faculty given what I heard in our faculty meeting today.

Barry

On 3/7/2012 4:33 PM, Mary-Sue Bartlett wrote:

Through Adversity There is Opportunity:

These last few weeks have been trying for many of us; and for our colleagues at Malcolm Price Lab School, this time has been desperate and disparate. As I stated in my message to students, I recognize that Malcolm Price Lab School has been an established component of the teacher education program at the University of Northern Iowa for over 50 years. Throughout the years, the faculty and staff have created a learning environment that was responsive to the educational needs of PK-12 learners as well as education students. The faculty was specifically chosen because of their commitment to teaching and teacher preparation. Another component of the laboratory school was to create, implement, and showcase effective instructional practices and innovative curriculum design.

As I reflect on the wealth of expertise the lab school provided, I would be remiss to state that the school was the foundational element of the teacher education program. As a former normal school, UNI's mission was to populate the state with teachers. Currently we prepare 25% of the teachers in the state and 33% of the principals and superintendents. I came to UNI because of this 136 year history of preparing teachers. I came to UNI because the university had a strategic commitment to teacher education. I came to UNI because there were dedicated faculty who invested their professional lives in the care and preservation of effective teaching. With the closing of the laboratory school, the reasons I came to UNI still persist.

Due to the closing of Malcolm Price Laboratory School, a multitude of students are concerned that this will be the demise of teacher education at UNI. I understand their concern about the future of teacher education at UNI. As I read every letter I received from students and I listened to the commentary about students' support of the lab

school, it was revealed that they wanted:

- Committed and supportive teachers to guide them through their clinical experiences;

- Proximity experiences that fit into their instructional day; and,

- Authentic classroom settings in which they can perfect their craft at becoming effective teachers.

To remedy the students' concerns, we need to establish demonstrative, collaborative partnerships that fulfill UNI's need for varied clinical experiences. Recently, in conversations with the Cedar Falls and Waterloo superintendents, there was a determined commitment on the part of the superintendents to:

- Avail their teachers for intentional, connected, sustainable field experiences;
- Guarantee placement slots based on UNI's needs;
- Support the Teacher Work Sample and the preparation necessary to engage their teachers in this process;
- Accommodate schedules that will allow for proximal, short-term field experiences similar to the Level II experiences at Price Lab School;
- Establish a distributive model for clinical placement and supervision that will enable university-based faculty to work in the schools to support practicing teachers and teacher education students; and
- Create shared professional development and co-teaching opportunities for practicing teachers and university faculty in order to nurture the instructional abilities of education students.

I exited these meetings energized and enthused that what we were proposing would move us toward our premier aspirations. I have always believed that *through adversity there is opportunity*. The closing of Malcolm Price Lab School will indeed be a mournful occurrence, but it will not be the demise of the teacher education program at the University of Northern Iowa. I came to UNI to situate our legendary program as the premier teacher education program in the state and nation. With the assurances from our collaborative partners, I am even more committed to this aspirational intent and encourage your commitment as well, as we journey together.

Dr. Dwight C. Watson

Dean, College of Education

**Subject:** Re: meetings for Thursday

**From:** Virginia Arthur <virginia.arthur@uni.edu>

**Date:** 3/7/2012 7:42 PM

**To:** "Lyn Countryman, Ph.D., NBCT" <lyn.countryman@uni.edu>

**CC:** Alisa Weeks <alisa.weeks@uni.edu>, Brenda Buzynski <brenda.buzynski@uni.edu>, Josh Henriksen <joshua.henriksen@uni.edu>, Jim Stichter <jim.stichter@uni.edu>, Nadene Davidson <Nadene.Davidson@uni.edu>, "Dr. Dwight C. Watson" <dwight.watson@uni.edu>

Thanks to everyone for getting these set up. I will e-mail the faculty who can't be present to arrange another time, after spring break.

Lyn Countryman, Ph.D., NBCT said the following on 3/7/2012 5:02 PM:

Dear Ginny and Brenda,

Just want to confirm the three meetings for Thursday, March 8th with various faculty groups at MPLS.

All the meetings will be held in Room 148.

I have the following meetings scheduled as per conversation with Alisa:

2:45 - 3:15 p.m. probationary faculty members - Ashley Jorgensen, Josh Wilkinson, and Alison Beharka will be present. Elizabeth Zwanziger is in France in preparation of the French Trip and Sara Blanco is making a conference presentation- these members will need another time to talk about this with you.

3:15-4:00 p.m. Tenured Faculty -

4:00 - 4:30 p.m. Term Faculty - I know of one faculty member who is not available for this and this is Katie Decker. I haven't heard if there are others that can't attend tomorrow.

**Lyn**

Lyn Countryman, Ph.D.

Interim Director

Malcolm Price Lab School transforming into - Iowa's Research and Development School  
University of Northern Iowa

Cedar Falls, Iowa 50613

124A

319-273-2614

*Inspiring Innovation in Education*

*The University of Northern Iowa provides transformative learning experiences that inspire students to embrace challenge, engage in critical inquiry and creative thought, and contribute to society.*

**UNI Mission**

Virginia Arthur <[virginia.arthur@uni.edu](mailto:virginia.arthur@uni.edu)>

Associate Provost for Faculty Affairs

Office of the Executive Vice President and Provost

University of Northern Iowa



1999 and provided ample time for students and families to process their feelings of grief over losing their school. Price Lab School students and families need the same consideration. I believe the offer to help our students transition is genuine but the timing is not good. Please call me if you'd like to discuss this further.

Please, please consider the feelings of our students and parents during this extremely emotional time.

Jim

--

***Jim Stichter***

Elementary Principal

Malcolm Price Laboratory School

University of Northern Iowa

319-273-2232

[Jim.Stichter@uni.edu](mailto:Jim.Stichter@uni.edu)

[www.uni.edu/iowa-rds/](http://www.uni.edu/iowa-rds/)

**Subject:** RE: Task Force on Teacher Leadership and Compensation  
**From:** "Dr. Dwight C. Watson" <dwright.watson@uni.edu>  
**Date:** 3/1/2012 6:04 PM  
**To:** "'Gloria Gibson'" <gloria.gibson@uni.edu>

I would suggest David Else or Tim Gilson.

Dr. Dwight C. Watson  
Dean, College of Education  
University of Northern Iowa

---

**From:** Gloria Gibson [mailto:gloria.gibson@uni.edu]  
**Sent:** Thursday, March 01, 2012 9:30 AM  
**To:** Dwight Watson; Joel Haack; Philip.Mauceri@uni.edu  
**Subject:** Fwd: Task Force on Teacher Leadership and Compensation

Deans:

Please submit names to me today if possible. I'll discuss names with Ben. Gloria

----- Original Message -----

**Subject:** Task Force on Teacher Leadership and Compensation  
**Date:** Thu, 1 Mar 2012 15:04:05 +0000  
**From:** Gonzalez, Diana [BOARD] <gonzalez@iastate.edu>  
**To:** 'gloria.gibson@uni.edu' <gloria.gibson@uni.edu>, Hoffman, Elizabeth [EVPP] <bhoffman@mail.iastate.edu>, 'Butler, Patrick B' <patrick-butler@uiowa.edu>  
**CC:** 'van-allen-shalash@uiowa.edu' <van-allen-shalash@uiowa.edu>, 'pat.woelber@uni.edu' <pat.woelber@uni.edu>, Sasse, Monica [EVPP] <sasse@mail.iastate.edu>

The Board Office just learned that the Governor named members to the Task Force on Teacher Leadership and Compensation. There are currently no representatives from higher education. Upon conferring with IDOE Director Jason Glass, he agreed that we should have a representative on the Task Force from one of our teacher preparation programs. They are particularly looking for someone with a strong understanding of current compensation models and how to encourage teachers to become school leaders.

I am requesting nominations for membership on the Task Force. If there is someone from your university that you would like to nominate who has the characteristics they are looking for, I would appreciate it if you could send me that information no later than Tuesday, March 6, 2012. Please send me a brief bio with the name of the person.

Please let me know if you have any questions.

Diana

**Subject:** FW: [COE-L] Message from Dean Watson  
**From:** "Dr. Dwight C. Watson" <dwright.watson@uni.edu>  
**Date:** 3/1/2012 6:09 PM  
**To:** "Mary-Sue Bartlett" <Mary-Sue.Bartlett@uni.edu>

Mary Sue, please proofread for me when I send out large scale messages. See the last sentence. Can you send out a correction?

Dr. Dwight C. Watson  
Dean, College of Education  
University of Northern Iowa

-----Original Message-----

**From:** Mary-Sue Bartlett [<mailto:mary-sue.bartlett@uni.edu>] Sent: Thursday, March 01, 2012 11:06 AM  
**To:** [coe-l@uni.edu](mailto:coe-l@uni.edu)  
**Subject:** [COE-L] Message from Dean Watson

I would like to thank Gloria Kirkland-Holmes, the Diversity Committee, and Malcolm Price Lab School Personnel for all of their work in accomplishing the monumental tasks of planning and hosting the African American Children's and Families Conference and the African American Read-In. I also want to thank Stephanie Logan for conducting the professional development for the Race Exhibit at the UNI Museum. She had over 25 area educators in this workshop to discuss race and its impact on PK-12 learning. These events showcase our committee to diversity, inclusion, and social justice. Thanks too others as well for your involvement and support.

Dr. Dwight C. Watson  
Dean, College of Education  
University of Northern Iowa

**Subject:** Re: Department Newsletter

**From:** Bruce Rogers <bruce.rogers@uni.edu>

**Date:** 3/2/2012 1:21 AM

**To:** Barry Wilson <barry.wilson@uni.edu>

**CC:** epf@uni.edu, "Dr. Dwight C. Watson" <dwright.watson@uni.edu>

Barry,

It appears to me to be ironic that our UNI President, who comes to us from an agricultural college, wants to eliminate our Lab School. Suppose that one of our faculty was appointed President at ISU and decided to eliminate the agricultural farm there. Their farm costs the state a lot of money, but most of us feel that it is appropriate for that university. If we had selected a president with a background in educational studies, he might have found a way to preserve it. Arizona State University had a similar history to UNI in its origin as a teachers college, and they eliminated their lab school years ago.

Bruce

On Thu, Mar 1, 2012 at 3:26 PM, Barry Wilson <[barry.wilson@uni.edu](mailto:barry.wilson@uni.edu)> wrote:

See attached.

**Subject:** another challenge

**From:** Becky Hawbaker <becky.hawbaker@uni.edu>

**Date:** 3/2/2012 3:05 AM

**To:** "Dr. Dwight C. Watson" <dwight.watson@uni.edu>, "Melissa L. Heston" <Melissa.Heston@uni.edu>, Cherin Lee <Cherin.Lee@UNI.edu>, Nadene Davidson <nadene.davidson@uni.edu>, Dianna.Briggs@uni.edu

Thank you to Dwight for calling us together today to begin to create solutions and plans for field experiences for the reality of a fall semester without Price Lab. We talked about the need for weekly meetings, but I don't think we set up a regular day/time and I am wondering if the Thursday 12:30 slot would work. Also, we talked about adding more members to the team, including Leasha Henriksen, Ben Forsyth (or other EPF faculty). I would also like to include a PLS faculty member (Ashley Jorgenson or Amy Lockhart) and CF/Wloo district officials (I'm thinking of Debbie Lee and Pam Zeigler or Dan Conrad) and/or teachers. May I begin contacting these people or am I overstepping? Once we are past the crisis management part of the planning, there will be others we will need to bring to the table to start pushing a larger restructuring of the program. We cannot let that opportunity pass us by.

I will send my L1/L2 numbers to David and Gary and will let them know that we are working on pulling together L3 and other methods experience numbers, but we may just have to guesstimate those. I will try to meet with them to get an initial response to some of the placement strategies we discussed.

On a personal level, I wanted to share with you that I will be facing another challenge as we move forward. The phone call I took during yesterday's Senate meeting was my doctor calling with biopsy results. I have breast cancer. I will know more after my consultation later this morning. Please pray for me and please continue to help assemble the team, and keep thinking of new possibilities and strategies for the plan. Thanks.

--

Becky Wilson Hawbaker  
 Director of the Professional Development School (PDS)  
 Coordinator of Field Experiences  
 Coordinator of Teacher Education Initiatives at Price Lab School  
 University of Northern Iowa  
 office (319) 273-7664  
 fax (319) 273-6457

**Subject:** RE: Important Please Read  
**From:** "Dr. Dwight C. Watson" <dwright.watson@uni.edu>  
**Date:** 3/2/2012 6:33 PM  
**To:** "'Josh Henriksen'" <joshua.henriksen@uni.edu>

Thanks for understanding.

Dr. Dwight C. Watson  
Dean, College of Education  
University of Northern Iowa

---

**From:** Josh Henriksen [mailto:joshua.henriksen@uni.edu]  
**Sent:** Friday, March 02, 2012 2:26 PM  
**To:** Dr. Dwight C. Watson  
**Subject:** Re: Important Please Read

Thank you Dr. Watson, I have a clearer picture of what Monday will be.

Josh Henriksen

On 3/1/12 6:02 PM, Dr. Dwight C. Watson wrote:

Colleagues, the event will take place on Monday. I hear your concerns, but there are legal issues pertaining to the notice and the days in which parent have to open enroll. There have been many calls to the President's Office requesting transparent information to support parents. This event on Monday would be just that. There is still time for individualized support and planning and you three are instrumental to this task.

Dr. Dwight C. Watson  
Dean, College of Education  
University of Northern Iowa

---

**From:** Josh Henriksen [mailto:joshua.henriksen@uni.edu]  
**Sent:** Thursday, March 01, 2012 9:57 AM  
**To:** James Stichter  
**Cc:** Dwight Watson; clare struck; Brenda Buzynski  
**Subject:** Re: Important Please Read

Dr. Watson,

I would like to echo Jim's sentiments. This is a decision that families and students need support in. I feel that Jim, Clare, myself, and Carrie are the most appropriate people to help facilitate these conversations with other schools. We have cultivated these relationships with other area school leaders and counselors and have a keen understanding of what our individual students and families need. This is a highly sensitive situation and an individualized decision for each student/family. I feel like a cattle call format in our gym, especially this soon is highly inappropriate and will give the feel of a "recruitment fair". From a secondary perspective, there are also many factors to consider, including credits, eligibility, disposition, etc., that Carrie and I have a deeper understanding of with each student and can more easily communicate to school administrators and counselors.

Thank you,

Josh Henriksen

On 3/1/12 9:14 AM, James Stichter wrote:

Dwight,

Please do not allow the area schools to talk with our families yet. This would generate a huge wave of panic and fear throughout our school community. I'm thinking of our elementary students especially. They are just beginning to understand their school is closing. This event is too soon and there is plenty of time for this to take place after spring break. Please consider our children and their ability to comprehend what is happening. Time is important.

When I worked as a counselor at Valley Park Elementary School in Cedar Falls they closed the school in 1999 and provided ample time for students and families to process their feelings of grief over losing their school. Price Lab School students and families need the same consideration. I believe the offer to help our students transition is genuine but the timing is not good. Please call me if you'd like to discuss this further.

Please, please consider the feelings of our students and parents during this extremely emotional time.

Jim

--

***Jim Stichter***

Elementary Principal

Malcolm Price Laboratory School

University of Northern Iowa

319-273-2232

[Jim.Stichter@uni.edu](mailto:Jim.Stichter@uni.edu)

[www.uni.edu/iowa-rds/](http://www.uni.edu/iowa-rds/)

**From:** Janis Jehle <[janis.jehle@uni.edu](mailto:janis.jehle@uni.edu)>  
**Date:** March 1, 2012 2:06:53 PM CST  
**To:** Liz Conklin <[liz.conklin@uni.edu](mailto:liz.conklin@uni.edu)>, Stacey Christensen <[Stacey.Christensen@uni.edu](mailto:Stacey.Christensen@uni.edu)>, DeWayne Purdy <[DeWayne.Purdy@uni.edu](mailto:DeWayne.Purdy@uni.edu)>, James O'Connor <[james.oconnor@uni.edu](mailto:james.oconnor@uni.edu)>  
**Subject:** Fwd: UNI Deficit - UNI/Price Lab/IR&DS

I'm not sure how this guy got my name.

Begin forwarded message:

**From:** Owen Riley <[theeducationstate@yahoo.com](mailto:theeducationstate@yahoo.com)>  
**Date:** March 1, 2012 1:57:22 PM CST  
**To:** "\"Iowa State Daily \'" <[news@iowastatedaily.com](mailto:news@iowastatedaily.com)>" <[news@iowastatedaily.com](mailto:news@iowastatedaily.com)>, "\"IowaPolitics.com - Campbell\'" <[campbell@iowapolitics.com](mailto:campbell@iowapolitics.com)>, "\"IowaPolitics.com - Staff\'" <[staff@iowapolitics.com](mailto:staff@iowapolitics.com)>, "\"ISU Public Relations - Admin \'" <[smgartz@iastate.edu](mailto:smgartz@iastate.edu)>" <[smgartz@iastate.edu](mailto:smgartz@iastate.edu)>, "\"James Heggen, Iowa State Daily\'" <[james.heggen@iowastatedaily.com](mailto:james.heggen@iowastatedaily.com)>, Janis Jehle <[janis.jehle@uni.edu](mailto:janis.jehle@uni.edu)>, "\"Jeanne Prickett \'" <[jprickett@iowaschoolforthe deaf.org](mailto:jprickett@iowaschoolforthe deaf.org)>" <[jprickett@iowaschoolforthe deaf.org](mailto:jprickett@iowaschoolforthe deaf.org)>, Jessica Miller <[jessica.miller@patch.com](mailto:jessica.miller@patch.com)>, Jessica Opoien <[jessica.opoien@iowastatedaily.com](mailto:jessica.opoien@iowastatedaily.com)>, Jill Kasparie <[jill.kasparie@kcrq.com](mailto:jill.kasparie@kcrq.com)>, "\"jmccarol@iastate.edu\'" <[jmccarol@iastate.edu](mailto:jmccarol@iastate.edu)>  
**Subject:** Re: UNI Deficit - UNI/Price Lab/IR&DS  
**Reply-To:** Owen Riley <[theeducationstate@yahoo.com](mailto:theeducationstate@yahoo.com)>

PRESS ADVISORY: UNI Deficit Spending: UNI Dept of Education & Price Lab School/Iowa's Research & Development School

FROM: The Support UNI/PLS Community

CEDAR FALLS, IOWA/ March 1, 2012



## UNI Fiscal Policy Threatens Teacher Education & Teacher Preparation at UNI

University of Northern Iowa President Ben Allen & the Iowa Board of Regents have recently taken measures to close the Malcolm Price Lab School/Iowa's Research & Development School. They cite financial difficulties as a primary factor. It is relevant to highlight the fact that the University of Northern Iowa has transferred \$102.15 million out of the general education funds at the end of the fiscal year in order to balance funding deficits over the past 14 years (see attachment/link). This pattern of fiscal irresponsibility threatens UNI's educational mission. PLS/IR&DS & the College of Education within UNI are being asked to carry far too much of this financial burden.

### Concerns:

The Allen administration has communicated very little information in regard to Teacher Education/Preparation students or the children, faculty, and staff at Iowa's Research and Development School about the Universities future plans.

The Allen administration suggests a \$30 million price tag for a new school and facilities to replace the current PLS building. Local stakeholders point to a \$277,000 written estimate to tuck point the school and ensure its viability. The inaccuracy and lack of flexibility in Allen's plan is cause for concern.

The Support UN/PLS Community asks that UNI President Allen and the Iowa Board of Regents stop their reckless behavior. Fiscal responsibility and shared commitment to debt reduction will ensure that Price Lab/Iowa's Research & Development School and the UNI Department of Education will remain assets and invaluable tools for Iowa's future educators.

### Contact:

David Deibler 319-290-8716  
David Grant 319-610-8620

### Attachments:

**Pdf File: "An Examination of General Education Funding Support Used to Cover Continuing Deficits..."**

### Suggested:

Link: <http://access.uni.edu/reports/supp/2003/SUPP-2008.pdf> Note: change year in address to view different yearly reports

**Subject:** RE: PLS Merit and P&S staff  
**From:** "Dr. Dwight C. Watson" <dwright.watson@uni.edu>  
**Date:** 3/2/2012 8:17 PM  
**To:** "'Michelle Byers'" <michelle.byers@uni.edu>  
**CC:** nadene.davidson@uni.edu

Nadene, as the head, I wanted you to be informed.

Dr. Dwight C. Watson  
Dean, College of Education  
University of Northern Iowa

---

**From:** Michelle Byers [mailto:michelle.byers@uni.edu]  
**Sent:** Friday, March 02, 2012 3:22 PM  
**To:** Lyn L Countryman  
**Cc:** Dwight C Watson; Gloria J Gibson; Lisa Frush; Michael Hager; Virginia Arthur  
**Subject:** PLS Merit and P&S staff

Hi Lyn,  
Since we have not been able to connect via phone, I'm sending an email with regard to staff notifications. Our office is preparing written notifications for Merit and P&S staff employed by Price Lab School. We will contact them and schedule individual meetings to provide the prescribed written notification in accordance with the policies and/or contracts that govern their employee group. We will also discuss general time lines, resources, next steps, etc. and answer any questions they may have.

As an fyi, we'll also be connecting them to the outplacement page located at  
<http://www.vpaf.uni.edu/hrs/outplacement/>.

It looks like May 31st is the tentative last day of school. Please let me know before the end of the day Monday if an alternate date should be specified for any of the Merit or P&S staff, including temporary employees.

Thanks,  
Michelle

--

Michelle Byers, SPHR  
Interim Director  
Human Resource Services  
University of Northern Iowa  
027 Gilchrist  
Cedar Falls, IA 50614-0034  
Phone: 319.273.2422  
For deaf or hard-of-hearing use Relay 711  
Fax: 319.273.2927  
[www.uni.edu/hrs](http://www.uni.edu/hrs)

"The University of Northern Iowa provides transformative learning experiences that inspire students to embrace challenge, engage in critical inquiry and creative thought, and contribute to society."

**Subject:** RE: PLS Merit and P&S staff  
**From:** "Dr. Dwight C. Watson" <dwright.watson@uni.edu>  
**Date:** 3/2/2012 8:17 PM  
**To:** "Michelle Byers" <michelle.byers@uni.edu>

I appreciate the individual council.

Dr. Dwight C. Watson  
Dean, College of Education  
University of Northern Iowa

---

**From:** Michelle Byers [mailto:michelle.byers@uni.edu]  
**Sent:** Friday, March 02, 2012 3:22 PM  
**To:** Lyn L Countryman  
**Cc:** Dwight C Watson; Gloria J Gibson; Lisa Frush; Michael Hager; Virginia Arthur  
**Subject:** PLS Merit and P&S staff

Hi Lyn,  
Since we have not been able to connect via phone, I'm sending an email with regard to staff notifications. Our office is preparing written notifications for Merit and P&S staff employed by Price Lab School. We will contact them and schedule individual meetings to provide the prescribed written notification in accordance with the policies and/or contracts that govern their employee group. We will also discuss general time lines, resources, next steps, etc. and answer any questions they may have.

As an fyi, we'll also be connecting them to the outplacement page located at  
<http://www.vpaf.uni.edu/hrs/outplacement/>.

It looks like May 31st is the tentative last day of school. Please let me know before the end of the day Monday if an alternate date should be specified for any of the Merit or P&S staff, including temporary employees.

Thanks,  
Michelle

--  
Michelle Byers, SPHR  
Interim Director  
Human Resource Services  
University of Northern Iowa  
027 Gilchrist  
Cedar Falls, IA 50614-0034  
Phone: 319.273.2422  
For deaf or hard-of-hearing use Relay 711  
Fax: 319.273.2927  
[www.uni.edu/hrs](http://www.uni.edu/hrs)

"The University of Northern Iowa provides transformative learning experiences that inspire students to embrace challenge, engage in critical inquiry and creative thought, and contribute to society."

**Subject:** RE: data

**From:** "Dr. Dwight C. Watson" <dwright.watson@uni.edu>

**Date:** 3/2/2012 8:59 PM

**To:** "'Becky Hawbaker'" <becky.hawbaker@uni.edu>, "'Nadene Davidson'" <nadene.davidson@uni.edu>, Dianna.Briggs@uni.edu

These are this year's numbers or projections for next year?

Dr. Dwight C. Watson  
Dean, College of Education  
University of Northern Iowa

---

**From:** Becky Hawbaker [mailto:becky.hawbaker@uni.edu]  
**Sent:** Friday, March 02, 2012 11:07 AM  
**To:** Nadene Davidson; Dianna.Briggs@uni.edu; Dr. Dwight C. Watson  
**Subject:** data

Attached are my data for Level 1, 2, and elementary Level 3 for 2010-2011. The Level 2 numbers for the 2009-2010 and 2008-2009 were lower, but it would be better for the schools to over-prepare than under-prepare.

I am also including the breakdown for the same time period by school so they can see what they already had as the baseline for scale up.

Finally, I am including a one-page overview of what Level 1, 2, and 3 entails that I use when I am recruiting teachers

I know that Nadene and Dianna were working on other data and wanted to submit this as a package, so I will hold off on sending my data to Gary and David unless I hear otherwise.

The 4th attachment is the spreadsheet of 'other' assorted field experiences that were at Price Lab last year. I pulled it together rather quickly and it may still contain some errors, so I would prefer to not distribute it out widely as is, but to use it for internal planning and discussion.

--

Becky Wilson Hawbaker  
Director of the Professional Development School (PDS)  
Coordinator of Field Experiences  
Coordinator of Teacher Education Initiatives at Price Lab School  
University of Northern Iowa  
office (319) 273-7664  
fax (319) 273-6457

**Subject:** RE: Course questions

**From:** "Dr. Dwight C. Watson" <dwright.watson@uni.edu>

**Date:** 3/2/2012 9:09 PM

**To:** "'Melissa Heston'" <melissa.heston@uni.edu>

Let's keep this in the hopper for next time. Any thoughts on your successor? Will this come before the TE Senates or will the TE EX Council select? I am getting worried. I have talked to Becky before the PLS ordeal and she was skeptical. With everything going on now, I bet she is even more skeptical. I will be meeting with Dianna next week. Anyone in the lab school who could do this?

Dr. Dwight C. Watson  
Dean, College of Education  
University of Northern Iowa

**From:** Melissa Heston [mailto:melissa.heston@uni.edu]

**Sent:** Friday, March 02, 2012 8:59 PM

**To:** Dr. Dwight C. Watson

**Subject:** Re: Course questions

Hi,

I'm not sure what we can do when we only offer one section of each course. Some students will always encounter conflicts, especially when the courses are packed into four weeks creating only three class periods, morning, afternoon, and (early) evening. As a rule, faculty have had control over the time block they teach in, especially in the summer. We would need to create a schedule that maximizes the likelihood of no course conflict and require faculty to teach at the time we picked for their particular course. This may be something that should be talked about by department heads in C&I, EPF, and Teaching. I'm not quite sure how we might integrate the secondary majors scheduling issues into this as well.

Melissa

On Friday, March 2, 2012, Dr. Dwight C. Watson <dwright.watson@uni.edu> wrote:

> I know, but do people not try to coordinate so that major courses that are required are not conflicting, especially if there is only one section of each? It seems like this prime time piece that Phil talked about.

>

>

>

> Dr. Dwight C. Watson

>

> Dean, College of Education

>

> University of Northern Iowa

>

>

>

> From: Melissa Heston [mailto:melissa.heston@uni.edu]

> Sent: Friday, March 02, 2012 8:14 PM

> To: Dr. Dwight C. Watson; Cherin Lee

> Subject: Re: Course questions

>

>

>

> Dwight,

>

> I'm not sure that there is anything that can be done about this. We can't switch the time of one of these classes for a single student. Other students are already planning their schedule. The only option possibility would be to offer a second section of human relations in the afternoon and have two sections for students to choose from. Perhaps Cherin can see another possibility. Neither Cherin nor I are involved with class scheduling decisions. Those are all determined by departments in an independent fashion.

>

> Melissa

>

> On Friday, March 2, 2012, Dr. Dwight C. Watson <[dwight.watson@uni.edu](mailto:dwight.watson@uni.edu)> wrote:

>> Jessica, if the two courses are in the College of Education, I ask that Dr. Heston help coordinate this. If they are across colleges, I ask that Dr. Lee look into this as well?

>>

>>

>>

>> Dr. Dwight C. Watson

>>

>> Dean, College of Education

>>

>> University of Northern Iowa

>>

>>

>>

>> From: Jessica [<mailto:simmojac@uni.edu>]

>> Sent: Friday, March 02, 2012 5:06 PM

>> To: [dwight.watson@uni.edu](mailto:dwight.watson@uni.edu)

>> Subject: Course questions

>>

>>

>>

>> Dean Watson,

>>

>> I need to take two summer classes this summer in order to be completely done with classes and student teach in the fall. I need the human resources course and the math methods course. I was hoping to take both of those courses in May for financial reasons and because my lease is up in the end of May. Unfortunately the course schedule is showing both of these classes are only offered from 9:50 to 12:00 which puts me in a bind. I was wondering if you knew if these times were permanent or if possibly any other times would be added to the course schedule?

>>

>> Thank you so much!

>>

>> Jessica Simmons

>>

>> 444393

**Subject:** RE: PDS statement  
**From:** "Dr. Dwight C. Watson" <dwright.watson@uni.edu>  
**Date:** 3/2/2012 9:16 PM  
**To:** "'Stacey Christensen'" <stacey.christensen@uni.edu>, "'Becky Hawbaker'" <becky.hawbaker@uni.edu>

I agree with Stacey.

Dr. Dwight C. Watson  
Dean, College of Education  
University of Northern Iowa

---

**From:** Stacey Christensen [mailto:stacey.christensen@uni.edu]  
**Sent:** Friday, March 02, 2012 9:31 AM  
**To:** Becky Hawbaker  
**Cc:** Stacey Christensen; Dr. Dwight C. Watson  
**Subject:** Re: PDS statement

Becky, there is no need for an apology at all! This has been difficult for all of us. I, too, am in a challenging place of not being intricately involved in the past discussions, but faced with communicating us now through the process. I have heard from administrators that they do feel like you could really assist the university in moving this forward. I think your attitude about hoping for something positive and maybe even larger has resonated with leadership and I wanted you to know that.

Thank you for your comments.

Stacey Christensen  
University of Northern Iowa  
Public Relations Manager  
[stacey.christensen@uni.edu](mailto:stacey.christensen@uni.edu)  
319-273-6728  
[www.uni.edu/newsroom](http://www.uni.edu/newsroom)

On Mar 2, 2012, at 4:25 AM, Becky Hawbaker wrote:

Stacey,

I am really sorry that my conflicted position and the problems it has caused you and the university. In good conscience I felt compelled to raise serious concerns, but now I also feel an obligation for providing reassurances as we move forward.

The transition team had its first meeting and I hope to talk to Gary and David later today to get their feedback on some ideas and to share numbers. I promise to issue some kind of positive release that will give some assurance to our stakeholders that we are not going to let teacher education crash and burn.



Here are some statements I think I can live with and you may provide to her for possible quotes. Tell her that I am sorry to not be available:

If UNI was fully funded to fulfill its core mission in teacher education, we would not have to face choices between two powerful models that ground academic preparation within clinical practice. In an ideal world, UNI would have both a strong and vibrant laboratory school and the strong network of mutually beneficial school partnerships within a PDS.

The loss of the lab school presents immediate challenges and risks in maintaining the high quality of both the field experiences and the school's R&D function. However, it also offers an incredible opportunity to rapidly scale up a PDS model across a diverse range of schools and to ramp up the intensity of those partnerships. In ideal PDS models, the synergy of clinical experiences, mutual professional development, and sustained relationships impact K12 student achievement, promote effective teaching practices, and to renew and revitalize the educational missions of the schools and the university.

You might also direct her to some exemplary PDS models:

Penn State: <http://www.ed.psu.edu/educ/pds>

Indiana State: <http://coe.indstate.edu/pds/>

West Virginia University: [http://benedumcollaborative.wvu.edu/pds\\_partnerships](http://benedumcollaborative.wvu.edu/pds_partnerships)

State of Maryland (which requires PDS for all teacher education programs)

[http://www.marylandpublicschools.org/MSDE/divisions/certification/progapproval/Professional\\_Development.htm](http://www.marylandpublicschools.org/MSDE/divisions/certification/progapproval/Professional_Development.htm)

Becky Wilson Hawbaker  
Director of the Professional Development School (PDS)  
Coordinator of Field Experiences  
Coordinator of Teacher Education Initiatives at Price Lab School  
University of Northern Iowa  
office (319) 273-7664  
fax (319) 273-6457

**Subject:** RE: I agree!

**From:** "Dr. Dwight C. Watson" <dwight.watson@uni.edu>

**Date:** 3/2/2012 10:13 PM

**To:** "'cheryl timion'" <timion.cheryl@cfu.net>

Cheryl, thanks for this. Often people forget the warts when times are tough. I too recognized that the classroom practices were not the most authentic for preservice teachers. I saw Mildred today. I needed a little bright spot in my week. I took two students and we have lunch with her. It was a great outing. She told me about your husband. You both are in my prayers.

Dr. Dwight C. Watson  
Dean, College of Education  
University of Northern Iowa

---

**From:** cheryl timion [mailto:timion.cheryl@cfu.net]  
**Sent:** Wednesday, February 29, 2012 9:17 AM  
**To:** dwight.watson@uni.edu  
**Subject:** I agree!

Dear Dean Watson,

I know that you are going through tough times in the College of Education right now. Tough decisions require tough people . . . is that a famous quote or did I make it up?

I was you to know that even though I have a long history with Price Laboratory School (PLS), dating back to the Campus School days when my mother and her sisters attended the school. I student taught at the Lab School in 1962, our three sons attended the school for a couple years in the early nineteen seventies when we lived in the buffer zone for the school. And finally I taught at the PLS from 1992 to 1999. However, I agree with the decision that it is time to move on, develop a new model for working with pre service educators for the following reasons:

1. My husband and I were appalled at the per pupil costs we observed when our sons attended school there. There were many perks, i.e. swimming once a week in physical education. But the education they received there did not out pace what they received in public schools.
2. I was appalled at the condition of the building when I arrived to begin my teaching duties at PLS. In my time there, I was assigned to teach in two different classrooms. With each move to a different classroom, I hired someone to paint the classroom and bought the paint in an attempt to make it a more inviting learning environment. I know firsthand the costly structural repairs that need to take place at PLS.
3. I was hired to teach at the PLS because of my professional accomplishments while teaching in Connecticut. I had published in professional, juried journals, chapters in professional books including the prestigious American Reading Association Yearbook. I had conducted research in my classroom and was a consultant for the Connecticut Writing Project, teaching workshops to educators throughout the state of Connecticut. However, when I began to put those successful practices into place at the Lab School, I met much resistance; I was told that was not the way things were done in the PLS. All my research and publishing came to a screeching halt during the time I was at the PLS. I was bullied by professional peers who constantly threatened that I would not receive tenure if I did not do things "their" way, even though "they" were teaching in different disciplines. I mention this because I am not the only one who was harassed by this professional bullying, it was the most unprofessional environment in which I had ever taught (Cedar Falls Public Schools, Colesburg, Iowa Public Schools, Liberty, Missouri Public Schools and Enfield, Connecticut Public Schools). Some of those harassed

educators, tried to fight back by suing the university, other quality professionals left and at least one has suffered significant health problems resulting from stress from the professional bullying. I have wanted to talk to you about this since some of those same bullying behaviors have continued at PLS.

4. I taught on campus in the Department of Teaching from 1999 to 2009. I worked with pre service teachers just prior to their student teaching semester. They would return from their classroom experience at the PLS lamenting that it was not a realistic teaching environment. The class sizes were small and at times there were more adults than students in the classroom. Consequently, the teaching strategies they were learning in their methods classes were often not applicable in the PLS classrooms (one exception the physical education classes).

I just wanted you to know that from an inside perspective, I agree that the time has come to develop a new model for classroom experiences for pre service teachers. I know you have heard from many who see the situation otherwise, but I agree with the decision to close the PLS. I have complete confidence in the decision making process that you and President Allen have worked through.

Kind Regards,  
Cheryl S. Timion

**Subject:** Re: info on PLS  
**From:** William Calhoun <bill.calhoun@uni.edu>  
**Date:** 3/3/2012 6:34 PM  
**To:** Dwight Watson <dwright.watson@uni.edu>

Thanks Dwight.

On Mar 3, 2012 5:44 PM, "Dwight Watson" <dwright.watson@uni.edu> wrote:  
I will look for what I can find, but Brenda Bursynski has the archive files.

On Sat, Mar 3, 2012 at 10:30 AM, Bill Calhoun <bill.calhoun@uni.edu> wrote:

Dwight-

The guidelines for the PLS Friends fund in the Foundation stipulates that the fund is to be used to support the "mission" of the Lab School. We are trying to find the mission statement for the school. Does it exist. Can you articulate this if not?

Thanks,

Bill

Begin forwarded message:

**From:** Jean Carlisle <jean.carlisle@uni.edu>  
**Date:** March 1, 2012 2:13:10 PM CST  
**To:** bill.calhoun@uni.edu, dave mason <mason@cflaw.com>  
**Subject:** info on PLS

Bill - There is no "mission" of PLS on their website.  
I found this information on Lyn Countryman's page - perhaps the goals under "Description" would be appropriate. Let me know if you'd like me to contact the Dean's office in COE.

**How Malcolm Price Laboratory School is Essential in Fulfilling the UNI Strategic Plan**

## UNI Strategic Plan

G3.O1.S2 - Collaborate with the Iowa Department of Education to develop a research and development school as a leading demonstration site for innovative evidence-based practices.

Point of Contact Name Nadene Davidson

### G3.O1.S2 Action Plan (#17)

#### **Context**

As directed by the legislation establishing Malcolm Price Laboratory School (MPLS) as Iowa's Research and Development School (R&D), a strategic planning committee was established. The Statewide R&D School Statewide Strategic Planning Committee worked during the 2010-2011 academic year to develop the R&D Strategic Plan for 2012-2017. The Statewide R&D School Advisory Council on 8/5/11 reviewed this Strategic Plan.

#### **Description**

The R&D Strategic Plan consists of four goals. The goals represent the legislative principles and are substantiated with objectives based on research, development, demonstrations, and disseminations functionalities. The objectives are aligned with the core visions of the R&D Strategic Plan. There will be a focus on four areas: Competency based learning, Personalized learning plans, Improved student achievement, and professional statewide learning communities.

#### **Team**

The leadership team from the MPLS/R&D will share the responsibility for advancing this goal. This will include faculty professional development, establishment of interdisciplinary and statewide learning teams.

#### **Key stakeholders**

The faculty and staff at MPLS/R&D, teacher education candidates, and identified preK-12 partner schools are key stakeholder groups.

#### **Progress Indicator(s):**

Indicators are identified in the R&D strategic plan. The indicators include the following:

1. Define and ensure continuous review of competencies that align with the Iowa Core
2. Students complete a competency-based portfolio that aligns with graduation degree requirements
3. K-8 students complete a personalized learning plan that aligns

with the Iowa Core

4. Teams establish teaching and learning goals to develop a competency-based model that is replicable

### Action steps

1. Initiate competency-based portfolios for 9<sup>th</sup> grade students
2. Initiate personalized learning plans for K-8 students
3. Develop a new system that gauges achievement in a competency-based learning environment
4. Develop interdisciplinary teams that establish a model for competency based teaching learning that is replicable

--

Jean Carlisle

Vice President/Secretary of the UNI Foundation Board

The University of Northern Iowa provides transformative learning experiences that inspire students to embrace challenge, engage in critical inquiry and creative thought, and contribute to society.

Live Purple. Go Green.

[www.uni-foundation.org](http://www.uni-foundation.org)

W: Are they opening a Lab School?: ISU School of Education will o...

**Subject:** Fw: Are they opening a Lab School?: ISU School of Education will officially be established July 1, 2012

**From:** "Mary" <mary.herring@uni.edu>

**Date:** 3/3/2012 7:21 PM

**To:** "Dwight Watson" <dwright.watson@uni.edu>

Sent from my Verizon Wireless BlackBerry

---

**From:** Leigh Zeitz <leigh.zeitz@gmail.com>

**Date:** Sat, 3 Mar 2012 18:07:37 -0600

**To:** <galloway@uni.edu>

**ReplyTo:** leigh.zeitz@uni.edu

**Cc:** Joe Marchesani<Tcsfuv@gmail.com>; Magda Galloway<maggda@uni.edu>; Mary Herring<Mary.Herring@uni.edu>; Ping Gao<ping.gao@uni.edu>

**Subject:** Are they opening a Lab School?: ISU School of Education will officially be established July 1, 2012

Someone in HyVee told me that ISU has also requested to open a Lab School. ♦ I can't find anything to support this.

Is this true?

Leigh

Dr. Leigh E. Zeitz  
Associate Professor  
University of Northern Iowa  
Instructional Technology Division, Coordinator  
1227 W. 27th St  
Cedar Falls, Iowa 50614-0606  
319-273-3249  
<http://drzreflects.com>  
Twitter: zeitza  
Second Life: Leigh Writer  
Skype: leighzeitza

On Sat, Mar 3, 2012 at 5:56 PM, Robin Galloway <[robin.galloway@uni.edu](mailto:robin.galloway@uni.edu)> wrote:

Seems to just involve a structural reorganization of existing programs. It doesn't seem to involve new majors or curricular offerings. However, due to the current climate, the motivations and timing will be suspect. It certainly draws attention to ISU's teaching

3/14/2012 11:24 A

programs. The average person on the street will understandably perceive this as UNI is closing programs while ISU is opening them. ♦

--  
Robin Galloway  
[galloway@uni.edu](mailto:galloway@uni.edu)

On Sat, Mar 3, 2012 at 3:05 PM, Leigh Zeitz <[leigh.zeitz@gmail.com](mailto:leigh.zeitz@gmail.com)> wrote:  
Robin just shared this with me.

Have you seen this?

Z

Dr. Leigh E. Zeitz  
Associate Professor  
University of Northern Iowa  
Instructional Technology Division, Coordinator  
1227 W. 27th St  
Cedar Falls, Iowa 50614-0606  
[319-273-3249](tel:319-273-3249)  
<http://drzreflects.com>  
Twitter: zeitz  
Second Life: Leigh Writer  
Skype: leighzeitz

----- Forwarded message -----

From: Leigh Zeitz <[leigh.zeitz@gmail.com](mailto:leigh.zeitz@gmail.com)>  
Date: Sat, Mar 3, 2012 at 3:04 PM  
Subject: Re: ISU School of Education will officially be established July 1, 2012  
To: Robin Galloway <[robin.galloway@uni.edu](mailto:robin.galloway@uni.edu)>

That's what they want to do.

They want to move the Education school to Ames.

Z



Dr. Leigh E. Zeitz  
Associate Professor  
University of Northern Iowa  
Instructional Technology Division, Coordinator  
1227 W. 27th St  
Cedar Falls, Iowa 50614-0606  
319-273-3249  
<http://drzreflects.com>  
Twitter: zeitz  
Second Life: Leigh Writer  
Skype: leighzeit

On Sat, Mar 3, 2012 at 10:14 AM, Robin Galloway <[robin.galloway@uni.edu](mailto:robin.galloway@uni.edu)> wrote:  
Have you seen this?  
<http://www.education.iastate.edu>

On Dec. 8, 2011, the Iowa Board of Regents granted final approval to establish a School of Education at Iowa State. The measure draws together a wide range of well-established ISU education programs under a common administration, effective July 1, 2012. ♦ [Mission/vision](#) ♦

School of Education will officially be established July 1, 2012  
<http://www.hs.iastate.edu/about/planning/school-of-education/>

**Subject:** Fwd: Re: An Invitation from UNI President Ben Allen

**From:** Ben Allen <m1600002@uni.edu>

**Date:** 3/3/2012 9:30 PM

**To:** Ben Allen <ben.allen@uni.edu>, "gloria.gibson@uni.edu" <gloria.gibson@uni.edu>, dwight.watson@uni.edu

thought - all 3 of you would like to see this ..... note - the suggestions in the last paragraph.....to consider for the future --- (transportation / liaison to schools)  
I did not respond to the student. Brenda

----- Original Message -----

**Subject:** Re: An Invitation from UNI President Ben Allen

**Date:** Wed, 29 Feb 2012 11:54:48 -0600

**From:** Shan Mooney <smooney@uni.edu>


**To:** Ben Allen <m1600002@uni.edu>




President Allen,

I did attend the assembly on Monday evening. I am sorry that I did not stand up and speak. I would have said, "It is so good to see so many passionate people here tonight. I wish that you would take that passion to the source of the problem at hand. You should all take yourselves to the State Capitol in Des Moines and speak to the state government. They are the ones that keep reducing the budget for this University. That is where the problem lies."

I would like to thank you for taking the time to listen to the emotional outpouring that occurred on Monday. I do hope that you take to heart the questions about transportation and the issue of a liaison at the schools to help with TWS. These two items do seem like something that needs to be considered in the days to come.

Good Luck!

  
non-traditional student  
All Science Teaching

On Fri, Feb 24, 2012 at 12:43 PM,  <@Thank you for clarifying that for me. I will definitely be there.

On Fri, Feb 24, 2012 at 9:22 AM, Ben Allen <m1600002@uni.edu> wrote:  
Note - this meeting is not until Monday - Feb. 27.

On 2/23/2012 4:57 PM, [REDACTED] wrote:

I would be really interested in attending this event. But due to the weather and late notice I will be unable to attend. I would have stayed on campus if I had received this notification a little sooner. I received this notification at 4:42 on Feb. 23.

On Thu, Feb 23, 2012 at 4:42 PM, <[ben-allen@uni-mail.org](mailto:ben-allen@uni-mail.org)> wrote:

Office of the President - University of Northern Iowa

February 23, 2012

Dear UNI Teacher Education Students,

Dean Dwight Watson and I invite you to join us for a meeting on Monday, February 27, 2012 at the Gallagher Bluedorn Performing Arts Center from 11:00 - 11:45 a.m. or 7:00 - 7:45 p.m. We will provide information regarding UNI's Teacher Education program in the context of the Malcolm Price Laboratory School announcement.

We look forward to seeing you next week.

Sincerely,

Benjamin J. Allen  
President

Office of the President  
20 Seerley Hall  
University of Northern Iowa  
Cedar Falls, IA 50614

te: Are they opening a Lab School?: ISU School of Education will of...

**Subject:** Re: Are they opening a Lab School?: ISU School of Education will officially be established July 1, 2012

**From:** "Dwight C. Watson" <dwight.watson@uni.edu>

**Date:** 3/4/2012 5:55 PM

**To:** "mary.herring@uni.edu" <mary.herring@uni.edu>

no,

Sent from my iPad

On Mar 3, 2012, at 7:21 PM, "Mary" <mary.herring@uni.edu> wrote:

Sent from my Verizon Wireless BlackBerry

**From:** Leigh Zeitz <leigh.zeitz@gmail.com>

**Date:** Sat, 3 Mar 2012 18:07:37 -0600

**To:** <galloway@uni.edu>

**ReplyTo:** leigh.zeitz@uni.edu

**Cc:** Joe Marchesani<Tcsfuv@gmail.com>; Magda Galloway<maggda@uni.edu>; Mary Herring<Mary.Herring@uni.edu>; Ping Gao<ping.gao@uni.edu>

**Subject:** Are they opening a Lab School?: ISU School of Education will officially be established July 1, 2012

Someone in HyVee told me that ISU has also requested to open a Lab School. I can't find anything to support this.

Is this true?

Leigh

Dr. Leigh E. Zeitz

Associate Professor

University of Northern Iowa

Instructional Technology Division, Coordinator

1227 W. 27th St

Cedar Falls, Iowa 50614-0606

319-273-3249

<http://drzreflects.com>

Twitter: zeit

Second Life: Leigh Writer

Skype: leighzeit

On Sat, Mar 3, 2012 at 5:56 PM, Robin Galloway <[robin.galloway@uni.edu](mailto:robin.galloway@uni.edu)> wrote:  
Seems to just involve a structural reorganization of existing programs. It doesn't seem to involve new majors or curricular offerings. However, due to the current climate, the motivations and timing will be suspect. It certainly draws attention to ISU's teaching programs. The average person on the street will understandably perceive this as UNI is closing programs while ISU is opening them.

Robin Galloway  
[galloway@uni.edu](mailto:galloway@uni.edu)

On Sat, Mar 3, 2012 at 3:05 PM, Leigh Zeitz <[leigh.zeitz@gmail.com](mailto:leigh.zeitz@gmail.com)> wrote:  
Robin just shared this with me.

Have you seen this?

Z

Dr. Leigh E. Zeitz  
Associate Professor  
University of Northern Iowa  
Instructional Technology Division, Coordinator  
1227 W. 27th St  
Cedar Falls, Iowa 50614-0606  
[319-273-3249](tel:319-273-3249)  
<http://drzreflects.com>  
Twitter: zeitz  
Second Life: Leigh Writer  
Skype: leighzeitz

----- Forwarded message -----

From: Leigh Zeitz <[leigh.zeitz@gmail.com](mailto:leigh.zeitz@gmail.com)>  
Date: Sat, Mar 3, 2012 at 3:04 PM  
Subject: Re: ISU School of Education will officially be established July 1, 2012  
To: Robin Galloway <[robin.galloway@uni.edu](mailto:robin.galloway@uni.edu)>

That's what they want to do.

They want to move the Education school to Ames.

Z

Dr. Leigh E. Zeitz  
Associate Professor  
University of Northern Iowa  
Instructional Technology Division, Coordinator  
1227 W. 27th St  
Cedar Falls, Iowa 50614-0606  
319-273-3249  
<http://drzreflects.com>  
Twitter: zeitz  
Second Life: Leigh Writer  
Skype: leighzeit

On Sat, Mar 3, 2012 at 10:14 AM, Robin Galloway <[robin.galloway@uni.edu](mailto:robin.galloway@uni.edu)> wrote:  
Have you seen this?  
<http://www.education.iastate.edu>

On Dec. 8, 2011, the Iowa Board of Regents granted final approval to establish a School of Education at Iowa State. The measure draws together a wide range of well-established ISU education programs under a common administration, effective July 1, 2012. Mission/vision »

School of Education will officially be established July 1, 2012  
<http://www.hs.iastate.edu/about/planning/school-of-education/>

**Subject:** Re: quick info request - field experiences in Cedar Valley

**From:** Nadene Davidson <nadene.davidson@uni.edu>

**Date:** 3/6/2012 7:12 AM

**To:** Stacey Christensen <stacey.christensen@uni.edu>

**CC:** Becky Hawbaker <becky.hawbaker@uni.edu>, Dianna Briggs <dianna.briggs@uni.edu>, Stacey Christensen <Stacey.Christensen@uni.edu>, "Dr. Dwight C. Watson" <dwright.watson@uni.edu>, Mary Herring <mary.herring@uni.edu>

We will provide what we have by 9.

Sent from my iPhone

On Mar 5, 2012, at 5:21 PM, Stacey Christensen <[stacey.christensen@uni.edu](mailto:stacey.christensen@uni.edu)> wrote:

Hello, I need to provide Ben some data by 9 a.m. tomorrow if possible. Do you have figures on the following:

Number of students who do any sort of field experience in a given year?

Annually, number of students who complete their field experiences in Cedar Falls? Waterloo?

Annually, number of student teachers in Cedar Falls? Waterloo?

On the PDS site, I see that all schools in CF and Waterloo are to have PDS by the end of the academic year -- is that right?

Also, we have 22 of the 26 schools currently covered with PDS locally, correct?

I'll even take strong estimates if that's what we can do by tomorrow a.m., thanks.

Stacey Christensen

University of Northern Iowa

Public Relations Manager

[stacey.christensen@uni.edu](mailto:stacey.christensen@uni.edu)

319-273-6728

[www.uni.edu/newsroom](http://www.uni.edu/newsroom)

**Subject:** Fwd: United Faculty - AAUP Information letter

**From:** Philip Mauceri <philip.mauceri@uni.edu>

**Date:** 3/6/2012 8:51 AM

**To:** Virginia Arthur <virginia.arthur@uni.edu>, Michael Licari <michael.licari@uni.edu>, farzad moussavi <farzad.moussavi@uni.edu>, Dwight Watson <dwight.watson@uni.edu>, Joel Haack <joel.haack@uni.edu>, Gloria Gibson <gloria.gibson@uni.edu>

FYI

Phil

Philip Mauceri, PhD

Dean

College of Social & Behavioral Sciences

University of Northern Iowa

Cedar Falls, IA 50613

Tel: (319) 273-2221

Fax: (319) 273-2222

----- Forwarded message -----

**From:** Mary Desoto <[cathy.desoto@uni.edu](mailto:cathy.desoto@uni.edu)>

**Date:** Tue, Mar 6, 2012 at 7:39 AM

**Subject:** United Faculty - AAUP Information letter

**To:** Mary Desoto <[cathy.desoto@uni.edu](mailto:cathy.desoto@uni.edu)>

Dear Colleagues,

So many things have been fast moving.

Here is a recap. On or about January 13, UF received notice that the BOR wanted to meet and discuss planned cuts. The purpose of these meetings was to define Program Area (which refers to seniority and recall rights) under Article 5 (staff reductions) of the Master Agreement (see UF website for Master Agreement).

On January 25, President Allen sent a letter to all faculty noting that, unlike with previous cuts and reorganizations, tenured faculty would be affected.

Shortly after, it was announced that Price Lab would be closed.

After an information request from UF and a formal motion to summon President Allen to attend a Faculty Senate meeting, last week on



February 27, both UF-AAUP and the faculty senate were shown lists of the programs and majors the administration proposed to close. The list was shockingly extensive.

Estimates about possible number of layoffs have been around 30, in addition to any Price Lab layoffs that might occur.

First year tenure track faculty at Price Lab received termination notices on March 1, by letter.

Faculty, alumni, advocacy groups and students have been showing concern and questioning the process, especially in the past week.

Here we are, on March 6, 2012.

Yesterday, there were two key developments. First, the administration has asked for and received approval to offer a significant "retirement plan" which looks a bit like a years severance pay. You can read about it here:

<http://cedarfalls.patch.com/articles/iowa-regents-approve-early-retirement-initiative-intended-to-limit-uni-faculty-layoffs>

So far, it looks like it will only be for tenured faculty who are laid off. It is not clear if the severance pay acceptance would negate recall rights; we suspect it would.

Second, there has been a welcome roll back of some of the proposed cuts. We are pleased to see that philosophy and physics as undergraduate degrees will remain at UNI. This is a victory for education and a welcome insertion of the core mission impacting decision making. However, there are still a lot of important programs likely being cut. French, German, Geology, Religion, many more. MA programs in key fields such as Sociology. It is still a very long list. It is not clear how many of these might be changed. Further, with the incentive program and severance pay, it is possible that layoffs may be largely avoided. UF meets today with the BOR and we will keep you posted, to the best of our ability.

Here are some press reports that may be of interest. And we are on the front page of the AAUP webpage.

<http://www.chicagotribune.com/news/chi-ap-ia-northerniowa-prot,0,4900528.story>

[http://www.cbsnews.com/8301-505245\\_162-57389766/u-of-northern-iowa-faculty-protest-cuts-process/](http://www.cbsnews.com/8301-505245_162-57389766/u-of-northern-iowa-faculty-protest-cuts-process/)

<http://www.chicagotribune.com/news/chi-ap-ia-northerniowa-cuts,0,2672298.story>

<http://www.desmoinesregister.com/article/20120302/NEWS02/303020013/-1/NEWS04/UNI-faculty-Study-shows-effects-poor-leadership>

All of this work takes lots of time. We have elected to send most of these letters to all faculty, and not just dues paying members (though some things do just go to members). Attorney consultations get expensive. Please consider making your voice heard, showing support for those persons sticking their neck out on your behalf, and consider joining UF-AAUP TODAY.

[www.uni.edu/unitedfaculty](http://www.uni.edu/unitedfaculty)

Cathy DeSoto  
President, UNI UF -AAUP

**Subject:** Field Experiences

**From:** Nadene Davidson <nadene.davidson@uni.edu>

**Date:** 3/6/2012 9:03 AM

**To:** Stacey Christensen <stacey.christensen@uni.edu>, Dianna Briggs <dianna.briggs@uni.edu>, Becky Hawbaker <becky.hawbaker@uni.edu>, "Dr. Dwight C. Watson" <dwright.watson@uni.edu>

**CC:** Nadene Davidson <davidson@uni.edu>

Stacey,

We place about 130 student teachers in the three local centers (Cedar Falls, and 2 Waterloo centers). These centers include the surrounding communities of Waverly, Jesup, Dunkerton, Denver, Hudson, Janesville. Our central Iowa center would place additional student teachers in the Dike/New Hartford, Reinbeck schools. The north eastern Iowa center would make additional student teaching placements in Independence.

The numbers we have for field experiences would be the specific 80 hours that are required for state accreditation. These numbers are for the 2010-2011 year. These 80 hours are the Level I, II, and III field experiences that occur prior to student teaching.

- There were 688 students in Level I experiences with each student participating in a 30 hour experience, primarily in the local schools.
- There were 131 elementary/middle-level majors in Level III experiences in the CF and Wloo schools. The secondary majors make their own arrangements for placements. The elementary/middle level experience is a week long immersion experience which students often arrange in their hometown or places where they may have convenient housing. Cherin Lee is collecting the data for the secondary level III placements.
- These numbers do not include any of the placements (Level II or other course related placements) at MPLS.
- We are seeking data from faculty in regards to other types of experiences but this varies by course and faculty member.

Nadene

**Dr. Nadene Davidson**

Interim Head

Department of Teaching

University of Northern Iowa

**Subject:** Re: Fwd: Teacher bill

**From:** Patricia Geadelmann <patricia.geadelmann@uni.edu>

**Date:** 3/6/2012 9:07 AM

**To:** Dwight Watson <dwight.watson@uni.edu>

Thanks, Dwight. I don't know what the SELF program

is. Could you explain?

Thanks.

Dwight Watson said the following on 3/6/2012 1:00 AM:

I see so much connectivity with this initiative and our programs. As we develop our rural partnerships with the TQP grant, we are indeed working in high needs districts. Rural poverty is a reality in this state and we can champion support for these types of schools moreso than others in the nation. I also see grand possibilities with our enhanced clinical aspirations with the distributed, collaborative model that we are crafting. By placing site-based faculty in the schools for placement, supervision, co-teaching, and professional development, we would be the epitomize what the current literature is saying must be the evolution of clinical practice. With the SELF program that Ty is creating, I see this as the pipeline work that is necessary for recruiting high performing candidates into teaching as well as diversifying the workforce.

On Mon, Mar 5, 2012 at 4:33 PM, Melissa Heston <[melissa.heston@uni.edu](mailto:melissa.heston@uni.edu)> wrote:

On the whole, the bill seems well intentioned, yet I think it will probably provide too little funding on a per student basis to be especially motivating to "high achieving students" if they aren't already planning to become teachers. If we should get a grant we would be face with raising our admission requirements substantially, and this would reduce the number of students in our program and actually create increased barriers for students from underrepresented groups. I'm assuming this is the "Race to the Top" bill for teacher preparation. It seems to me it will require an awful lot of additional data collection and other documentation for relatively little funding given the increased workload for teacher education programs, and the modest benefits for students (the loan forgiveness amounts are quite small given today's costs for a college degree). I dislike the positioning of education as all about saving or recreating a middle class which is being destroyed by systemic inequities that aren't addressable through education alone.

Melissa

On 3/5/2012 4:05 PM, Patricia Geadelmann wrote:

All,

Please note below. I will be meeting with Michele in DC on Wednesday. Please

email me your comments and suggestions.  
Thanks.  
Pat

----- Original Message -----

**Subject:**Teacher bill

**Date:**Mon, 5 Mar 2012 21:43:28 +0000

**From:**McLaughlin, Michele (HELP Committee)

[<Michele\\_McLaughlin@help.senate.gov>](mailto:Michele_McLaughlin@help.senate.gov)

**To:**Patricia Geadelmann ([Patricia.Geadelmann@uni.edu](mailto:Patricia.Geadelmann@uni.edu))

[<Patricia.Geadelmann@uni.edu>](mailto:Patricia.Geadelmann@uni.edu)

Hi Pat,

I'm not sure if Bethany discussed it with you the last time you were in town, but Senator Harkin will be introducing a teacher program as part of a larger middle class bill that will cover a wide range of issues. I wanted to share the teacher bill with you to get your feedback. Thanks so much!

Michele McLaughlin

Senior Education Policy Advisor, K-12 Issues

Chairman Tom Harkin, HELP Committee

615 Hart \* [\(202\) 224-5501](tel:(202)224-5501)

--  
Patricia L. Geadelmann, Ed.D.  
Special Assistant to the President for Board and Governmental Relations  
University of Northern Iowa  
20 Seerley Hall  
Cedar Falls, IA 50614-0705  
Phone: 319-273-6144  
FAX: 319-273-6494

**Subject:** interview with Emily at the Courier

**From:** Stacey Christensen <stacey.christensen@uni.edu>

**Date:** 3/6/2012 9:30 AM

**To:** Ben Allen <ben.allen@uni.edu>, James O'Connor <james.oconnor@uni.edu>

**CC:** Stacey Christensen <stacey.christensen@uni.edu>, Brenda Buzynski <Brenda.Buzynski@uni.edu>, "Dr. Dwight C. Watson" <dwright.watson@uni.edu>, Jennifer Yarrow <Jennifer.Yarrow@uni.edu>

Attached are some bullet points I have gathered in the last 12 or so hours from Becky and Nadene that show our connectivity to the local schools who host our field placement students and student teachers. For years, we have placed students in field experiences. Note that is different than the PDS model that is newer and serves just 40 of our students. I am not sure where the transition team is in these discussions. But this information can be helpful in your conversation with Emily and Jon from the Courier today to explain that our schools have long hosted our students, mentored our students, etc. and that there are options to expand.

This is in no way polished or complete, but solid information for your meeting this a.m.

---

—Untitled attachment 00393.txt—

Stacey Christensen  
University of Northern Iowa  
Public Relations Manager  
[stacey.christensen@uni.edu](mailto:stacey.christensen@uni.edu)  
319-273-6728  
[www.uni.edu/newsroom](http://www.uni.edu/newsroom)

---

—Attachments:—

TEfieldexperienctlkpnts.docx	133 KB
Untitled attachment 00393.txt	143 bytes

**Subject:** Re: Fwd: Teacher bill

**From:** Nadene Davidson <nadene.davidson@uni.edu>

**Date:** 3/6/2012 11:10 AM

**To:** Patricia Geadelmann <patricia.geadelmann@uni.edu>

**CC:** Dwight.Watson@uni.edu, Cherin.Lee@uni.edu, Melissa.Heston@uni.edu, Mary.Herring@uni.edu

Pat,

I would support the comment Mary made in terms defining the high need school at 10,000 and only by SES. This would significantly narrow the eligibility of Iowa schools and schools in other states with major rural populations.

I do not see much of a role of higher education at the state level in the development of the guidelines/policies related to this bill. Higher ed is identified on the output requirements with very limited input in establishing the processes for implementation.

On page 8, line 22, where it discusses the data systems required to track the performance of teacher preparation program graduates, I'm not certain the data that would be collected to show the *(ii) persistence in teaching of their graduates*.

Requiring program approval "*not less often than once every 3 years*" (p. 9 line 11) would require additional resources in terms of time and money.

I'm not certain the detail of feedback you are seeking so I'll stop here as others have also provided valuable feedback.

Thanks,  
Nadene

Patricia Geadelmann wrote:

All,  
Please note below. I will be meeting with Michele in DC on Wednesday. Please email me your comments and suggestions.

Thanks.

Pat

----- Original Message -----

**Subject:**Teacher bill

**Date:**Mon, 5 Mar 2012 21:43:28 +0000

**From:**McLaughlin, Michele (HELP Committee) <Michele\_McLaughlin@help.senate.gov>

**To:**Patricia Geadelmann (Patricia.Geadelmann@uni.edu)

<Patricia.Geadelmann@uni.edu>

Hi Pat,

I'm not sure if Bethany discussed it with you the last time you were in town, but Senator Harkin will be introducing a teacher program as part of a larger middle class bill that will cover a wide range of issues. I wanted to share the teacher bill with you to get your feedback. Thanks so much!

Michele McLaughlin

Senior Education Policy Advisor, K-12 Issues

Chairman Tom Harkin, HELP Committee

615 Hart \* (202) 224-5501

**Dr. Nadene Davidson**

Interim Head

Department of Teaching

University of Northern Iowa



**Subject:** Fwd: Call the Couriers

**From:** Stacey Christensen <stacey.christensen@uni.edu>

**Date:** 3/6/2012 11:20 AM

**To:** Lyn Countryman <lyn.countryman@uni.edu>, Brenda Buzynski  
<Brenda.Buzynski@uni.edu>, "Dr. Dwight C. Watson" <dwright.watson@uni.edu>

**CC:** Stacey Christensen <stacey.christensen@uni.edu>

Lyn, these are more Call the Couriers I need to respond to. I appreciate very short responses at your earliest convenience. I have cc'd Brenda and Dwight, should they have info too.

Stacey Christensen  
University of Northern Iowa  
Public Relations Manager  
[stacey.christensen@uni.edu](mailto:stacey.christensen@uni.edu)  
319-273-6728  
[www.uni.edu/newsroom](http://www.uni.edu/newsroom)

Begin forwarded message:

If Price Lab School is a research and development school and not just a private school for selected students, how many research articles have they published in professional educational journals over the last 3 years from the school?

How many students are enrolled at Price Lab School? Of that number, how many pay tuition and how many live in the district? What does the district entail, and how much is the tuition?

Do the teachers at Price Lab and NU High have a higher salary than teachers at East, West or Cedar Falls high schools? (can you just get me the average salary for your teachers? Thanks)

I do not live in the Waterloo or Cedar Falls area. What is the annual cost per student to educate the students at Price Lab and what is this in comparison to the Cedar Falls Public School System? What is the main reason the parents of these students do not want to see the school close, does it have to do with the quality of education they feel they are getting compared to the Cedar Falls and Waterloo school districts? How many of the students that are involved in the closing at Price Lab have parents that work for the university?

I recently read a comment from an administrative proponent of the closing of the Price Lab School that said UNI teacher education students would have a more diverse experience in the Waterloo and Cedar Falls schools. That probably is true in the Waterloo schools, but what is the diversity percentage of population at PLS, Cedar Falls Schools and the entire state of Iowa? (again, can you answer just for MPLS)

What kind of tuition do students pay to attend Price Lab?

How many staff members are there at Price Lab and Northern University High? How many of those are administrators, teachers and para-educators? What is the student/teacher ratio?

**Subject:** UNI Faculty Senate Statement re: Program Cuts Process

**From:** Jeffrey Funderburk <jeffrey.funderburk@uni.edu>

**Date:** 3/6/2012 12:47 PM

**To:** FacultySenate@uni.edu, senate-minutes@uni.edu, Ben Allen <ben.allen@uni.edu>, Gloria Gibson <gloria.gibson@uni.edu>

**CC:** Jeffrey Funderburk <jeffrey.funderburk@uni.edu>

Colleagues:

Following the second consultative session with the administrative team which concluded Monday, March 5, the Senate decided to make the attached public statement. Besides distribution to the UNI community, it will be shared with the Senate Presidents and University Provosts from our sister Regents Institutions.

Sincerely,

Jeffrey Funderburk  
Chair, UNI Faculty Senate 2011-12

Jeffrey Funderburk <jeffrey.funderburk@uni.edu>

Professor

School of Music

University of Northern Iowa

—Attachments:—

UNI Faculty Senate Statement.pdf

65.2 KB

**Subject:** PLS faculty meeting?  
**From:** Alisa Weeks <alisa.weeks@uni.edu>  
**Date:** 3/6/2012 1:58 PM  
**To:** "Dr. Dwight C. Watson" <Dwight.Watson@uni.edu>  
**CC:** Mary-Sue Bartlett <mary-sue.bartlett@uni.edu>

Dwight,

Ginny said you wanted her to have a meeting with the PLS tenured faculty on Thursday afternoon and wanted me to follow up with you. Mary-Sue said you will be gone Thursday afternoon.

Were you wanting Ginny to have the meeting with the PLS staff by herself? Did you want Ginny to organize the meeting or are you already taking care of that?

Ginny is only available from 2pm-4pm on Thursday and says she could do the meeting with PLS faculty in 10-30 minutes.

Alisa

--

Alisa Weeks  
Secretary  
Office of the Executive Vice President and Provost  
University of Northern Iowa  
Mail Code 0707  
319-273-2519  
For deaf or hard of hearing, use Relay 711.

**Subject:** IMPORTANT: Transition Information for Parents

**From:** James Stichter <jim.stichter@uni.edu>

**Date:** 3/6/2012 3:26 PM

**To:** plspublic@uni.edu

**CC:** Nadene Davidson <nadene.davidson@uni.edu>, Dwight Watson <Dwight.Watson@uni.edu>, Lyn Countryman <lyn.countryman@uni.edu>, Brenda Buzynski <brenda.buzynski@uni.edu>, Joshua Henriksen <joshua.henriksen@uni.edu>, clare struck <clare.struck@uni.edu>, Carrie Dieken <carrie.dieken@uni.edu>, James Stichter <jim.stichter@uni.edu>

Dear MPLS Parents/Guardians:

During this trying time we want to provide communication about transition activities to support students and families in the event of an MPLS closure. We need information from you in order to assist with transition planning. We request that you complete a survey for each child at the respective link below. This will allow the MPLS transition team to coordinate opportunities with local school districts. The subsequent transition plans will be communicated to MPLS/NU families to consider their school options for next year.

Please complete a separate survey for each student you have attending MPLS/NU. There is a specific survey for current Elementary (PK-5) and Secondary (6-11).

**ELEMENTARY LINK:**

<https://docs.google.com/a/uni.edu/spreadsheet/viewform?formkey=dEtabC1rcjAwQzICVld6YWR2ZnIXQVE6MA&pli=1#gid=0>

**SECONDARY LINK:**

<https://docs.google.com/a/uni.edu/spreadsheet/viewform?formkey=dHJoZURMRVlvNzVEQ0IIX3ROMzNENWc6MQ#gid=0>

If you have any questions or concerns please contact your child's administrator or counselor.

Preparing for the worst, and hoping for the best.

**The MPLS Transition Team**

Josh Henriksen  
Secondary Principal  
319-273-2954

Carrie Dieken  
Secondary Counselor  
319-273-3243

Jim Stichter  
Elementary Principal  
319-273-2232

Clare Struck  
Elementary Counselor  
319-273-6189

Dr. Lyn Countryman  
Interim Director  
319-273-2514

**Subject:** Re: Call the Couriers

**From:** "Lyn Countryman, Ph.D., NBCT" <lyn.countryman@uni.edu>

**Date:** 3/6/2012 3:37 PM

**To:** Stacey Christensen <stacey.christensen@uni.edu>

**CC:** Brenda Buzynski <Brenda.Buzynski@uni.edu>, "Dr. Dwight C. Watson" <dwright.watson@uni.edu>

Stacy

I am working on these. The research pieces is rather lengthy.

On Mar 6, 2012, at 11:20 AM, Stacey Christensen wrote:

Lyn, these are more Call the Couriers I need to respond to. I appreciate very short responses at your earliest convenience. I have cc'd Brenda and Dwight, should they have info too.

Stacey Christensen  
University of Northern Iowa  
Public Relations Manager  
[stacey.christensen@uni.edu](mailto:stacey.christensen@uni.edu)  
319-273-6728  
[www.uni.edu/newsroom](http://www.uni.edu/newsroom)

Begin forwarded message:

If Price Lab School is a research and development school and not just a private school for selected students, how many research articles have they published in professional educational journals over the last 3 years from the school?

to come later today.

How many students are enrolled at Price Lab School? Of that number, how many pay tuition and how many live in the district? What does the district entail, and how much is the tuition?

343 k-12, CFCSD total 253, those students who have been denied open enrollment by CFCSD and therefore have decided to tuition-in = 12.

Everyone has the opportunity to tuition in if they have been denied open-enrollment. They pay the same rate that a district receives from the state. This year it is \$5883.

Do the teachers at Price Lab and NU High have a higher salary than teachers at East, West or Cedar Falls high schools? (can you just get me the average salary for your teachers? Thanks)

\$44,493 average salary

I do not live in the Waterloo or Cedar Falls area. What is the annual cost per student to educate the students at Price Lab and what is this in comparison to the Cedar Falls Public School System? What is the main reason the parents of these students do not want to see the school close, does it have to do with the quality of education they feel they are getting compared to the Cedar Falls and Waterloo school districts? How many of the students that are involved in the closing at Price Lab have parents that work for the university?

Annual cost per student to educate PLS students is \$5883, which is the per pupil dollars allocated by the state. The money provided by the university goes to fund teacher education, research and development. Parents don't want to see the school closed because it is a value-added school for the area. It provides a small school feel in a large community. Another reason is the essential role MPLS plays in teacher education with field experience. OVER 75% of the parents of MPLS students are not UNI professors.

I recently read a comment from an administrative proponent of the closing of the Price Lab School that said UNI teacher education students would have a more diverse experience in the Waterloo and Cedar Falls schools. That probably is true in the Waterloo schools, but what is the diversity percentage of population at PLS, Cedar Falls Schools and the entire state of Iowa? (again, can you answer just for MPLS)

The cultural diversity of MPLS is 18.9%. MPLS is more culturally diverse than 90% of the school districts in Iowa. The cultural diversity of CFSD is 5.1%. The state average for Iowa from the last published data is 2%.

What kind of tuition do students pay to attend Price Lab?

There is no tuition.

How many staff members are there at Price Lab and Northern University High?

There are 63 staff: 47.75 are faculty, 3 are administrators, the rest are support staff



How many of those are administrators, teachers and para-educators? What is the student/teacher ratio?

We have no para-educators.

Class sizes range from 15 students- 22 students. Teacher/Student ratio including the 285 university students( in a semester) is 14/1.

Lyn Countryman, Ph.D.

Interim Director

Malcolm Price Lab School transforming into - Iowa's Research and Development School

University of Northern Iowa

Cedar Falls, Iowa 50613

124A

319-273-2614

*Inspiring Innovation in Education*

*The University of Northern Iowa provides transformative learning experiences that inspire students to embrace challenge, engage in critical inquiry and creative thought, and contribute to society.*

**UNI Mission**

**Subject:** Re: IMPORTANT: Transition Information for Parents

**From:** James Stichter <jim.stichter@uni.edu>

**Date:** 3/6/2012 3:59 PM

**To:** plspublic@uni.edu

**CC:** Nadene Davidson <nadene.davidson@uni.edu>, Dwight Watson <Dwight.Watson@uni.edu>, Lyn Countryman <lyn.countryman@uni.edu>, Brenda Buzynski <brenda.buzynski@uni.edu>, Joshua Henriksen <joshua.henriksen@uni.edu>, clare struck <clare.struck@uni.edu>, Carrie Dieken <carrie.dieken@uni.edu>, James Stichter <jim.stichter@uni.edu>

Dear Parents:

There is a problem with the survey link, but we should have it corrected and resent yet today.

We apologize for the inconvenience.

Sincerely,

MPLS Administration

On Tue, Mar 6, 2012 at 3:26 PM, James Stichter <jim.stichter@uni.edu> wrote:

Dear MPLS Parents/Guardians:

During this trying time we want to provide communication about transition activities to support students and families in the event of an MPLS closure. We need information from you in order to assist with transition planning. We request that you complete a survey for each child at the respective link below. This will allow the MPLS transition team to coordinate opportunities with local school districts. The subsequent transition plans will be communicated to MPLS/NU families to consider their school options for next year.

Please complete a separate survey for each student you have attending MPLS/NU. There is a specific survey for current Elementary (PK-5) and Secondary (6-11).

ELEMENTARY LINK:

<https://docs.google.com/a/uni.edu/spreadsheet/viewform?formkey=dEtabC1rcjAwQzICVld6YWR2ZnIXQVE6MA&pli=1#gid=0>

SECONDARY LINK:

<https://docs.google.com/a/uni.edu/spreadsheet/viewform?formkey=dHJoZURMRVlvNzVEQ0lIX3ROMzNENWc6MQ#gid=0>

If you have any questions or concerns please contact your child's administrator or counselor.

Preparing for the worst, and hoping for the best.

**The MPLS Transition Team**

Josh Henriksen  
Secondary Principal  
**319-273-2954**

Carrie Dieken  
Secondary Counselor  
**319-273-3243**

Jim Stichter  
Elementary Principal  
**319-273-2232**

Clare Struck  
Elementary Counselor  
**319-273-6189**

Dr. Lyn Countryman  
Interim Director  
**319-273-2514**

***Jim Stichter***

Elementary Principal  
Malcolm Price Laboratory School  
University of Northern Iowa  
319-273-2232  
[Jim.Stichter@uni.edu](mailto:Jim.Stichter@uni.edu)  
[www.uni.edu/iowa-rds/](http://www.uni.edu/iowa-rds/)

**Subject:** Re: Fwd: Call the Couriers

**From:** Brenda Buzynski <brenda.buzynski@uni.edu>

**Date:** 3/6/2012 4:05 PM

**To:** Stacey Christensen <stacey.christensen@uni.edu>

**CC:** Lyn Countryman <lyn.countryman@uni.edu>, "Dr. Dwight C. Watson" <dwright.watson@uni.edu>

Stacey -

perhaps you have received the answers - but in case not -- here are some answers -

to #4 below. total cost is \$15,300 / per student (\$5.6 M / 366)

For CF - I have a call into Doug N. - for the cost / student

Brenda

Stacey Christensen said the following on 3/6/2012 11:20 AM:

Lyn, these are more Call the Couriers I need to respond to. I appreciate very short responses at your earliest convenience. I have cc'd Brenda and Dwight, should they have info too.

Stacey Christensen  
University of Northern Iowa  
Public Relations Manager  
[stacey.christensen@uni.edu](mailto:stacey.christensen@uni.edu)  
319-273-6728  
[www.uni.edu/newsroom](http://www.uni.edu/newsroom)

Begin forwarded message:

1. If Price Lab School is a research and development school and not just a private school for selected students, how many research articles have they published in professional educational journals over the last 3 years from the school?
2. How many students are enrolled at Price Lab School? Of that number, how many pay tuition and how many live in the district? What does the district entail, and how much is the tuition?
3. Do the teachers at Price Lab and NU High have a higher salary than teachers at East, West or Cedar Falls high schools? (can you just get me the average salary for your teachers? Thanks)
4. I do not live in the Waterloo or Cedar Falls area. What is the annual cost per student to educate the students at Price Lab and what is this in comparison to the Cedar Falls Public School System?

What is the main reason the parents of these students do not want to see the school close, does it have to do with the quality of education they feel they are getting compared to the Cedar Falls and Waterloo school districts? How many of the students that are involved in the closing at Price Lab have parents that work for the university?

I recently read a comment from an administrative proponent of the closing of the Price Lab School that said UNI teacher education students would have a more diverse experience in the Waterloo and Cedar Falls schools. That probably is true in the Waterloo schools, but what is the diversity percentage of population at PLS, Cedar Falls Schools and the entire state of Iowa? (again, can you answer just for MPLS)

What kind of tuition do students pay to attend Price Lab?

How many staff members are there at Price Lab and Northern University High? How many of those are administrators, teachers and para-educators? What is the student/teacher ratio?

--

Brenda Buzynski Ph.D.  
UNI - Office of the President  
20 Seerley Hall, Cedar Falls, IA 50614-0705  
PH: 319-273-2566 FAX: 319-273-6494  
[Brenda.Buzynski@uni.edu](mailto:Brenda.Buzynski@uni.edu)

The University of Northern Iowa provides transformative learning experiences that inspire students to embrace challenge, engage in critical inquiry and creative thought, and contribute to society.

**Subject:** Re: Call the Couriers

**From:** "Lyn Countryman, Ph.D., NBCT" <lyn.countryman@uni.edu>

**Date:** 3/6/2012 4:12 PM

**To:** Brenda Buzynski <brenda.buzynski@uni.edu>

**CC:** Stacey Christensen <stacey.christensen@uni.edu>, "Dr. Dwight C. Watson" <dwright.watson@uni.edu>

This is not the cost per student because 3.2 million is for R & D and teacher ed, at least this is what the President expressed

to a group of us when we set the budget for this year.

lyn

On Mar 6, 2012, at 4:05 PM, Brenda Buzynski wrote:

Stacey -

perhaps you have received the answers - but in case not -- here are some answers -

to #4 below. total cost is \$15,300 / per student (\$5.6 M / 366)

For CF - I have a call into Doug N. - for the cost / student

Brenda

Stacey Christensen said the following on 3/6/2012 11:20 AM:

Lyn, these are more Call the Couriers I need to respond to. I appreciate very short responses at your earliest convenience. I have cc'd Brenda and Dwight, should they have info too.

Stacey Christensen  
University of Northern Iowa  
Public Relations Manager  
[stacey.christensen@uni.edu](mailto:stacey.christensen@uni.edu)  
319-273-6728  
[www.uni.edu/newsroom](http://www.uni.edu/newsroom)

Begin forwarded message:

1. If Price Lab School is a research and development school and not just a private school for selected students, how many research articles have they published in professional educational journals over the last 3 years from the school?

2. How many students are enrolled at Price Lab School? Of that number, how many pay tuition and how many live in the district? What does the district entail, and how much is the tuition?

3. Do the teachers at Price Lab and NU High have a higher salary than teachers at East, West or Cedar Falls high schools? (can you just get me the average salary for your teachers? Thanks)

4. I do not live in the Waterloo or Cedar Falls area. What is the annual cost per student to educate the students at Price Lab and what is this in comparison to the Cedar Falls Public School System? What is the main reason the parents of these students do not want to see the school close, does it have to do with the quality of education they feel they are getting compared to the Cedar Falls and Waterloo school districts? How many of the students that are involved in the closing at Price Lab have parents that work for the university?

I recently read a comment from an administrative proponent of the closing of the Price Lab School that said UNI teacher education students would have a more diverse experience in the Waterloo and Cedar Falls schools. That probably is true in the Waterloo schools, but what is the diversity percentage of population at PLS, Cedar Falls Schools and the entire state of Iowa? (again, can you answer just for MPLS)

What kind of tuition do students pay to attend Price Lab?

How many staff members are there at Price Lab and Northern University High? How many of those are administrators, teachers and para-educators? What is the student/teacher ratio?

--  
Brenda Buzynski Ph.D.  
UNI - Office of the President  
20 Seerley Hall, Cedar Falls, IA 50614-0705  
PH: 319-273-2566 FAX: 319-273-6494  
[Brenda.Buzynski@uni.edu](mailto:Brenda.Buzynski@uni.edu)

The University of Northern Iowa provides transformative learning experiences that inspire students to embrace challenge, engage in critical inquiry and creative thought, and contribute to society.

Lyn Countryman, Ph.D.  
Interim Director  
Malcolm Price Lab School transforming into - Iowa's Research and Development School  
University of Northern Iowa  
Cedar Falls, Iowa 50613  
124A  
319-273-2614  
*Inspiring Innovation in Education*

*The University of Northern Iowa provides transformative learning experiences that inspire students to embrace challenge, engage in critical inquiry and creative thought, and contribute to society.*

UNI Mission



**Subject:** Re: IMPORTANT: Transition Information for Parents

**From:** Brenda Buzynski <brenda.buzynski@uni.edu>

**Date:** 3/6/2012 4:13 PM

**To:** James Stichter <jim.stichter@uni.edu>, Lyn Countryman <lyn.countryman@uni.edu>

**CC:** Nadene Davidson <nadene.davidson@uni.edu>, Dwight Watson <Dwight.Watson@uni.edu>, Joshua Henriksen <joshua.henriksen@uni.edu>, clare struck <clare.struck@uni.edu>, Carrie Dieken <carrie.dieken@uni.edu>

Colleagues ---

The open enrollment forms - need to be received - at the "receiving" district - by April 16. (yes, - the home district should have a copy ....but the "receiving district" needs the forms by April 16.

I will send more email on this -- but in the interest of time --- I wanted to send this - and you may want to change the key words on the survey. ....should state "with your receiving school district"

Brenda

James Stichter said the following on 3/6/2012 3:59 PM:

Dear Parents:

There is a problem with the survey link, but we should have it corrected and resent yet today.

We apologize for the inconvenience.

Sincerely,

MPLS Administration

On Tue, Mar 6, 2012 at 3:26 PM, James Stichter <[jim.stichter@uni.edu](mailto:jim.stichter@uni.edu)> wrote:

Dear MPLS Parents/Guardians:

During this trying time we want to provide communication about transition activities to support students and families in the event of an MPLS closure. We need information from you in order to assist with transition planning. We request that you complete a

survey for each child at the respective link below. This will allow the MPLS transition team to coordinate opportunities with local school districts. The subsequent transition plans will be communicated to MPLS/NU families to consider their school options for next year.

Please complete a separate survey for each student you have attending MPLS/NU. There is a specific survey for current Elementary (PK-5) and Secondary (6-11).

**ELEMENTARY LINK:**

<https://docs.google.com/a/uni.edu/spreadsheet/viewform?formkey=dEtabC1rcjAwQzlCVld6YWR2ZnIXQVE6MA&pli=1#gid=0>

**SECONDARY LINK:**

<https://docs.google.com/a/uni.edu/spreadsheet/viewform?formkey=dHJoZURMRVlvNzVEQ0lIX3ROMzNENWc6MQ#gid=0>

If you have any questions or concerns please contact your child's administrator or counselor.

Preparing for the worst, and hoping for the best.

**The MPLS Transition Team**

Josh Henriksen  
Secondary Principal  
319-273-2954

Carrie Dieken  
Secondary Counselor  
319-273-3243

Jim Stichter  
Elementary Principal  
319-273-2232

Clare Struck  
Elementary Counselor  
319-273-6189

Dr. Lyn Countryman  
Interim Director  
319-273-2514

--

***Jim Stichter***

Elementary Principal  
Malcolm Price Laboratory School  
University of Northern Iowa  
319-273-2232  
[Jim.Stichter@uni.edu](mailto:Jim.Stichter@uni.edu)  
[www.uni.edu/iowa-rds/](http://www.uni.edu/iowa-rds/)

--

Brenda Buzynski Ph.D.  
UNI - Office of the President  
20 Seerley Hall, Cedar Falls, IA 50614-0705  
PH: 319-273-2566 FAX: 319-273-6494  
[Brenda.Buzynski@uni.edu](mailto:Brenda.Buzynski@uni.edu)

The University of Northern Iowa provides transformative learning experiences that inspire students to embrace challenge, engage in critical inquiry and creative thought, and contribute to society.

**Subject:** Re: IMPORTANT: Transition Information for Parents

**From:** Brenda Buzynski <brenda.buzynski@uni.edu>

**Date:** 3/6/2012 4:27 PM

**To:** James Stichter <jim.stichter@uni.edu>, Lyn Countryman <lyn.countryman@uni.edu>

**CC:** Nadene Davidson <nadene.davidson@uni.edu>, Dwight Watson

<Dwight.Watson@uni.edu>, Joshua Henriksen <joshua.henriksen@uni.edu>, clare struck  
<clare.struck@uni.edu>, Carrie Dieken <carrie.dieken@uni.edu>

Colleagues,

Attached is the letter the MPLS families received re: the official notification of the school closing and the open enrollment parameters. This information was approved by the Dept. of Education, State of Iowa.

Please note the following on open enrollment:

Students who choose to attend their resident school district or a private or parochial school do not need to complete open enrollment forms. Students who choose to attend a public school district outside their home school district have 45 calendar days from March 1, which is April 14, to complete open enrollment forms with the receiving school district. However, because April 14 is a Saturday, the deadline is Monday, April 16.

-- NOTE: If a student currently resides in CFCSD - their home district is CFSCD. If the student chooses to complete open enrollment forms to attend a public school outside of CFCSD (e.g. Janesville) - the student/parent(s) must complete the open enrollment forms with Janesville (the receiving district) by April 16. (copy of the forms should be provided to CFCSD). Janesville has the option to deny or approve the request -- (typically their school boards meet to approve/deny these requests at their bi-monthly board meetings). CFCSD - does not have the option to deny the student - they do not have a diversity plan (like W'loo does) etc.

For more information:

[http://www.educateiowa.gov/index.php?option=com\\_content&view=article&id=649&Itemid=413](http://www.educateiowa.gov/index.php?option=com_content&view=article&id=649&Itemid=413)

Again, the "receiving" district has the option to accept/deny the open enrollment application.....not the home district.

We can discuss further - if you would like. I hope you can correct the survey to state the "receiving" district. --- Thanks, Brenda

-----  
James Stichter said the following on 3/6/2012 3:59 PM:

Dear Parents:

There is a problem with the survey link, but we should have it corrected and resent yet today.

We apologize for the inconvenience.

Sincerely,

MPLS Administration

On Tue, Mar 6, 2012 at 3:26 PM, James Stichter <[jim.stichter@uni.edu](mailto:jim.stichter@uni.edu)> wrote:

Dear MPLS Parents/Guardians:

During this trying time we want to provide communication about transition activities to support students and families in the event of an MPLS closure. We need information from you in order to assist with transition planning. We request that you complete a survey for each child at the respective link below. This will allow the MPLS transition team to coordinate opportunities with local school districts. The subsequent transition plans will be communicated to MPLS/NU families to consider their school options for next year.

Please complete a separate survey for each student you have attending MPLS/NU. There is a specific survey for current Elementary (PK-5) and Secondary (6-11).

ELEMENTARY LINK:

<https://docs.google.com/a/uni.edu/spreadsheet/viewform?formkey=dEtabC1rcjAwQzlCVld6YWR2ZnIXQVE6MA&pli=1#gid=0>

SECONDARY LINK:

<https://docs.google.com/a/uni.edu/spreadsheet/viewform?formkey=dHJoZURMRVlvNzVEQ0lIX3ROMzNENWc6MQ#gid=0>

If you have any questions or concerns please contact your child's administrator or counselor.

Preparing for the worst, and hoping for the best.

**The MPLS Transition Team**

Josh Henriksen

Secondary Principal

319-273-2954

Carrie Dieken  
Secondary Counselor  
319-273-3243

Jim Stichter  
Elementary Principal  
319-273-2232

Clare Struck  
Elementary Counselor  
319-273-6189

Dr. Lyn Countryman  
Interim Director  
319-273-2514

***Jim Stichter***

Elementary Principal  
Malcolm Price Laboratory School  
University of Northern Iowa  
319-273-2232  
[Jim.Stichter@uni.edu](mailto:Jim.Stichter@uni.edu)  
[www.uni.edu/iowa-rds/](http://www.uni.edu/iowa-rds/)

--  
Brenda Buzynski Ph.D.  
UNI - Office of the President  
20 Seerley Hall, Cedar Falls, IA 50614-0705  
PH: 319-273-2566 FAX: 319-273-6494  
[Brenda.Buzynski@uni.edu](mailto:Brenda.Buzynski@uni.edu)

The University of Northern Iowa provides transformative learning experiences that inspire students to embrace challenge, engage in critical inquiry and creative thought, and contribute to society.

— Attachments: —

---

letter.parents.3.1.12.pdf

22.9 KB

**Subject:** Re: IMPORTANT: Transition Information for Parents

**From:** Brenda Buzynski <brenda.buzynski@uni.edu>

**Date:** 3/6/2012 4:31 PM

**To:** James Stichter <jim.stichter@uni.edu>, Lyn Countryman <lyn.countryman@uni.edu>

**CC:** Nadene Davidson <nadene.davidson@uni.edu>, Dwight Watson

<Dwight.Watson@uni.edu>, Joshua Henriksen <joshua.henriksen@uni.edu>, clare struck

<clare.struck@uni.edu>, Carrie Dieken <carrie.dieken@uni.edu>

Colleagues,

I have contacted CFCSD - about obtaining clarification on the questions you had today. - We hope to have this firmed up by Friday, March 9.

Also, who is contacting CF and W'll to ensure - we coordinate - the March 20 and 22 opportunities for students/parents ?

Thanks, Brenda

James Stichter said the following on 3/6/2012 3:59 PM:

Dear Parents:

There is a problem with the survey link, but we should have it corrected and resent yet today.

We apologize for the inconvenience.

Sincerely,

MPLS Administration

On Tue, Mar 6, 2012 at 3:26 PM, James Stichter <jim.stichter@uni.edu> wrote:

Dear MPLS Parents/Guardians:

During this trying time we want to provide communication about transition activities to support students and families in the event of an MPLS closure. We need information from you in order to assist with transition planning. We request that you complete a survey for each child at the respective link below. This will allow the MPLS transition team to coordinate opportunities with local school districts. The subsequent transition plans will be communicated to MPLS/NU families to consider their school options for



next year.

Please complete a separate survey for each student you have attending MPLS/NU.  
There is a specific survey for current Elementary (PK-5) and Secondary (6-11).

**ELEMENTARY LINK:**

[https://docs.google.com/a/uni.edu/spreadsheet  
/viewform?formkey=dEtabC1rcjAwQzICVld6YWR2ZnIXQVE6MA&pli=1#gid=0](https://docs.google.com/a/uni.edu/spreadsheet/viewform?formkey=dEtabC1rcjAwQzICVld6YWR2ZnIXQVE6MA&pli=1#gid=0)

**SECONDARY LINK:**

[https://docs.google.com/a/uni.edu/spreadsheet  
/viewform?formkey=dHJoZURMRVlvNzVEQ0lIX3ROMzNENWc6MQ#gid=0](https://docs.google.com/a/uni.edu/spreadsheet/viewform?formkey=dHJoZURMRVlvNzVEQ0lIX3ROMzNENWc6MQ#gid=0)

If you have any questions or concerns please contact your child's administrator or counselor.

Preparing for the worst, and hoping for the best.

**The MPLS Transition Team**

Josh Henriksen  
Secondary Principal  
**319-273-2954**

Carrie Dieken  
Secondary Counselor  
**319-273-3243**

Jim Stichter  
Elementary Principal  
**319-273-2232**

Clare Struck  
Elementary Counselor  
**319-273-6189**

Dr. Lyn Countryman  
Interim Director  
**319-273-2514**

--  
***Jim Stichter***

Elementary Principal  
Malcolm Price Laboratory School  
University of Northern Iowa  
319-273-2232

[Jim.Stichter@uni.edu](mailto:Jim.Stichter@uni.edu)

[www.uni.edu/iowa-rds/](http://www.uni.edu/iowa-rds/)

--  
Brenda Buzynski Ph.D.

UNI - Office of the President

20 Seerley Hall, Cedar Falls, IA 50614-0705

PH: 319-273-2566 FAX: 319-273-6494

[Brenda.Buzynski@uni.edu](mailto:Brenda.Buzynski@uni.edu)

The University of Northern Iowa provides transformative learning experiences that inspire students to embrace challenge, engage in critical inquiry and creative thought, and contribute to society.

**Subject:** Re: Call the Couriers

**From:** Brenda Buzynski <brenda.buzynski@uni.edu>

**Date:** 3/6/2012 4:47 PM

**To:** "Lyn Countryman, Ph.D., NBCT" <lyn.countryman@uni.edu>

**CC:** Stacey Christensen <stacey.christensen@uni.edu>, "Dr. Dwight C. Watson" <dwright.watson@uni.edu>

Good point Lyn. -- I only used the total budget for 11-12 year for the school in the books ---

I defer to others - on the numbers to use.... - Brenda

---  
Lyn Countryman, Ph.D., NBCT said the following on 3/6/2012 4:12 PM:

This is not the cost per student because 3.2 million is for R & D and teacher ed, at least this is what the President expressed to a group of us when we set the budget for this year.

lyn

On Mar 6, 2012, at 4:05 PM, Brenda Buzynski wrote:

Stacey -

perhaps you have received the answers - but in case not -- here are some answers -

to #4 below. total cost is \$15,300 / per student (\$5.6 M / 366)

For CF - I have a call into Doug N. - for the cost / student

Brenda

Stacey Christensen said the following on 3/6/2012 11:20 AM:

Lyn, these are more Call the Couriers I need to respond to. I appreciate very short responses at your earliest convenience. I have cc'd Brenda and Dwight, should they have info too.

Stacey Christensen

University of Northern Iowa

Public Relations Manager

[stacey.christensen@uni.edu](mailto:stacey.christensen@uni.edu)

319-273-6728

Begin forwarded message:

1. If Price Lab School is a research and development school and not just a private school for selected students, how many research articles have they published in professional educational journals over the last 3 years from the school?
2. How many students are enrolled at Price Lab School? Of that number, how many pay tuition and how many live in the district? What does the district entail, and how much is the tuition?
3. Do the teachers at Price Lab and NU High have a higher salary than teachers at East, West or Cedar Falls high schools? (can you just get me the average salary for your teachers? Thanks)
4. I do not live in the Waterloo or Cedar Falls area. What is the annual cost per student to educate the students at Price Lab and what is this in comparison to the Cedar Falls Public School System? What is the main reason the parents of these students do not want to see the school close, does it have to do with the quality of education they feel they are getting compared to the Cedar Falls and Waterloo school districts? How many of the students that are involved in the closing at Price Lab have parents that work for the university?

I recently read a comment from an administrative proponent of the closing of the Price Lab School that said UNI teacher education students would have a more diverse experience in the Waterloo and Cedar Falls schools. That probably is true in the Waterloo schools, but what is the diversity percentage of population at PLS, Cedar Falls Schools and the entire state of Iowa? (again, can you answer just for MPLS)

What kind of tuition do students pay to attend Price Lab?

How many staff members are there at Price Lab and Northern University High? How many of those are administrators, teachers and para-educators? What is the student/teacher ratio?

--

Brenda Buzynski Ph.D.  
UNI - Office of the President  
20 Seerley Hall, Cedar Falls, IA 50614-0705  
PH: 319-273-2566 FAX: 319-273-6494  
[Brenda.Buzynski@uni.edu](mailto:Brenda.Buzynski@uni.edu)

The University of Northern Iowa provides transformative learning experiences that inspire students to embrace challenge, engage in critical inquiry and creative thought, and contribute to society.

Lyn Countryman, Ph.D.  
Interim Director  
Malcolm Price Lab School transforming into - Iowa's Research and Development School  
University of Northern Iowa  
Cedar Falls, Iowa 50613  
124A  
319-273-2614  
*Inspiring Innovation in Education*

*The University of Northern Iowa provides transformative learning experiences that inspire students to embrace challenge, engage in critical inquiry and creative thought, and contribute to society.*

UNI Mission

--

Brenda Buzynski Ph.D.  
UNI - Office of the President  
20 Seerley Hall, Cedar Falls, IA 50614-0705  
PH: 319-273-2566 FAX: 319-273-6494  
[Brenda.Buzynski@uni.edu](mailto:Brenda.Buzynski@uni.edu)

The University of Northern Iowa provides transformative learning experiences that inspire students to embrace challenge, engage in critical inquiry and creative thought, and contribute to society.

**Subject:** call the courier research

**From:** "Lyn Countryman, Ph.D., NBCT" <lyn.countryman@uni.edu>

**Date:** 3/6/2012 5:42 PM

**To:** Stacey Christensen <stacey.christensen@uni.edu>

**CC:** "Dr. Dwight C. Watson" <dwright.watson@uni.edu>, Nadene Davidson <ndavidson52@gmail.com>

Stacey,

This is the research we have done.

Most recent to most past.

## **Current Research at MPLS**

### ONE-TO-ONE Research for State

Case, D. , Wilson, M. and Countryman, L. (February 22, 2012) Infrastructure requirements for One-to-One Transformational in Schools. White paper from Malcolm Price Laboratory School, available at: <http://www.uni.edu/iowa-rds/site/initiatives/index.html>

Stone, J. and Countryman, L. (March 10, 2012) Ipad vs MacBook: Making an Informed Decision. White paper from Malcolm Price Laboratory School, available at: <http://www.uni.edu/iowa-rds/site/initiatives/index.html>

Stone, J. and Countryman, L. (April 15, 2012) Challenges of Transitioning to a One-to-One Environment. White paper from Malcolm Price Laboratory School, available at: <http://www.uni.edu/iowa-rds/site/initiatives/index.html>

Beharka, A., Stone, J. and Countryman, L. (in data collection) Transforming to Student-Centered Learning through Technology. proposed date of release May, 2012.

Stone, J. and Countryman, L. (in data collection) Impact of Technology Tools on Student Achievement. proposed date of release July, 2012.

### LEADER IN ME RESEARCH

Countryman, L. and Stone, J. (in data collection) Implementing a Leader in ME in a K-12 setting.

Balong, M. (April, 2012) What Research Says About: Habit 1: Be Proactive. White paper over the educational research supporting Seven Habits of Highly Effective People. Malcolm Price Laboratory School.

Jorgensen, A. (April, 2012) What Research Says About Habit 2: Put First Things First. White paper over the educational research supporting Seven Habits of Highly Effective People. Malcolm Price Laboratory School.

Henriksen, J. (April, 2012) What Research Says About Habit 3: Begin with the End in Mind. White paper over the educational research supporting Seven Habits of Highly Effective People. Malcolm Price Laboratory School.

Clausen, C. (April, 2012) What Research Says About Habit 4: Think Win-Win. White paper over the educational research supporting Seven Habits of Highly Effective People. Malcolm Price Laboratory School.

Nielsen, C. (April, 2012) What Research Says About Habit 5: Seek First to Understand and then to be Understood White

paper over the educational research supporting Seven Habits of Highly Effective People. Malcolm Price Laboratory School.

Hanna, J. (April, 2012) What Research Says About Habit 6: Synergize. White paper over the educational research supporting Seven Habits of Highly Effective People. Malcolm Price Laboratory School.

McCumber, S. (April, 2012) What Research Says About Habit 7: Sharpen the Saw. White paper over the educational research supporting Seven Habits of Highly Effective People. Malcolm Price Laboratory School.

#### Other Current Research by UNI & Visiting Professors

Nielsen, Curtis, Al-Mabuk, R. (in data collection) Transfer of Geospatial Technology from Social Studies to Core Areas, UNI Faculty Research.

Lawrenz, K. and Skaar, N. (In data collection) Investigation of Generalizability of Direct Behavior.

Barnett, M. (in data collection) Young Children's Evaluation of Two Storybook Characters: The role of a "typical" peer's reason for associating with a peer on undesirable characteristics. Kansas State Researcher

Prall, D., and Depken D. (in data collection) Making a Difference through Connection: The Role of the Classroom Teachers.

Uhlenberg, J. and Geiken, R., (in data collection) The Development of Problem Solving in Infants and Toddlers.

Christiason, J. and Bigler, K. (in data collection) Body Mass Index Training and Measurement, Department of Health Study

Rule, A. C., Zhbanova, A.C., & Stichter, M. (in data collection). Effect of a special project on African animals on students' attitudes, work behaviors, and regard by peers.

Zhbanova, K. S., & Rule, A. C. (in preparation). A unique pictorial test for determining children's attitudes toward animals.

Rich, D. & Nielsen, L. (2011 -in preparation). Teacher and Student Use of Language: Advancing Conceptual Understanding of Mathematics in a Reformed-based Mathematics Classroom.

Joram, E. & Eslinger, D. (2012 - in preparation). The Effects of Food Presentation on Food Consumption in Children.

Fontana, F. (2011 - in preparation). Developing Easy-to-Use Physical Activities Guidelines for Elementary School Students.

Finn, K. (2011 - in preparation). Youth Fitness and Childhood Obesity Study.

Garrett, J. (2011 - in preparation). Comparison of Scores on Phonological Awareness Skills In Children with and without Phonological Instruction.

Ruhnke, A. (2011 - in preparation). Physical Activity Following Lateral Ankle Sprain: Immediate Impact and Recovery.

Bohnenkamp, T. & Soni, S. (2011 - in preparation). The Effect of Two Voice Care Approaches on Collision Threshold Pressure (CTP) in Classroom Teachers.

#### **Past Research at MPLS**

Rule, A. C., & Zhbanova, K. S. (in review). Guardians of the Earth: Teaching children to care for all living things. In M. R. Jalongo (Ed.) *Teaching compassion: Humane education in early childhood*. (pp.) Springer.

Rule, A. C., & Schneider, J. S. (in revision). Incorporating Creativity and Thinking Skills into a Pre-K through 8th Grade

- Science Enrichment Unit on Flooding. Submitted to *Gifted Child Today* [Peer review].
- Rule, A. C., & Zhbanova, K. S. (in press). Changing perceptions of unpopular animals through facts, poetry, crafts, and puppet plays. *Early Childhood Education Journal*. Accepted February 22, 2012 (Manuscript # ECEJ1158R1).
- Stone, J. (January, 2012). Sinking Your Teeth in Tooth Decay. *Science and Children*
- Rule, A. C., Montgomery, S. E., Tallakson, D. A., Stichter, M. K., Barness, A., & Decker, K. M. (in press for July 2012). Teacher candidate attitude changes after experiencing an arts-integrated unit on Africa. (Manuscript 06414). *Social Studies Research and Practice*, 6(2). [International journal, blind peer review, 7-9% acceptance rate].
- Curtis Nielsen, Alex Oberle, and Ramanathan Sugumaran. 2011. "Implementing spatial thinking and geospatial technologies into the high school curriculum". *Journal of Geography*. 110:2, 60-69.
- Montgomery, S. E., & Rule, A. C. (2011). Integrating the Arts: Pre-service Elementary Teachers Make African Masks of Six Cultures for Social Studies Lessons with Primary Grade Students. *Social Studies Research and Practice*, 6(1), 89-109 [International journal, blind peer review, 11% acceptance rate]. *Three classes of preservice teachers were contributing authors to this article.*
- Rule, A. C., & Montgomery, S. E. (2011). Reflections of pre-service elementary teachers after learning about an African culture through mask-making. *Social Studies Research and Practice*, 6(1), 58-74 [International journal, blind peer review, 11% acceptance rate].
- Zhbanova, K. S., Rule, A. C., Montgomery, S. E., & Nielsen, L. E. (2010). Defining the difference: Comparing integrated and traditional single-subject lessons. *Early Childhood Education Journal* 38(4), 251-258 [Blind peer review, 18% Acceptance rate].
- Rule, A. C., Lockhart, A., Darrah, F., & Lindell, L. A. (2010). Cereal box dioramas of Native American cultures: A collaborative project. *Social Studies Research and Practice*, 1, 5 (1), 121-132 [International blind peer-review, 11% acceptance rate]. Retrieved from <http://www.socstrp.org/issues/PDF/5.1.10.pdf>
- Rule, A. C., Schneider, J. S., Darrah, F., Highnam, D., Tallakson, D., & Conry, K. A. (2009). Addressing a flooding crisis through games during a special enrichment course. *Iowa Council of Social Studies Journal*, 22(1), 21-25. **Invited article.** [Editor-reviewed].
- Rule, A. C., & Lindell, L. A. (2009). Making cereal box dioramas of Native American historic homes and culture. ERIC Document Reproduction Service No. ED507242 Eighty undergraduates were contributing authors to this document; one doctoral graduate student was a co-author.
- Stone, J. & Davidson, N. (September, 2009). Twenty-first Century Transformation. *Principal Leadership*.
- Countryman, L. (2009). Form and Function in DNA Through Strands of a String. *National Science Digital Library (NSDL) Biological Science Pathways*, American Physiological Association.
- Henning, J., Stone, J., & Kelly, J. (2008). Using Action Research to Improve Instruction: An Interactive Guide for Teachers. Routledge Publishing, New York.
- Stone, J., Henriksen, L., Stichter, J. and Waggoner, B. (2007). The Senior Year Experience: A tool for High School Reform. *Principal Leadership*.



Stone. J. (2007). Accomplishing Multiple Goals through Community Connections. *The Science Teacher*.

Countryman, L. and M. Schroeder. (1996). Student-led Parent Conferences: Middle School Reforms that Work. *Educational Leadership*, 53(7).

Countryman, L. (1994). Make Science Relevant, Recent, and Responsive. *Science Scope* 17(8).

Countryman, L. (1994). Students Leading Their Own Conference. *Middle Level Educator* 13(1).

Lyn Countryman, Ph.D.

Interim Director

Malcolm Price Lab School transforming into - Iowa's Research and Development School

University of Northern Iowa

Cedar Falls, Iowa 50613

124A

319-273-2614

***Inspiring Innovation in Education***

*The University of Northern Iowa provides transformative learning experiences that inspire students to embrace challenge, engage in critical inquiry and creative thought, and contribute to society.*

**UNI Mission**

**Subject:** Fwd: interview with Emily at the Courier  
**From:** "Dwight C. Watson" <dwright.watson@uni.edu>  
**Date:** 3/7/2012 12:30 AM  
**To:** Mary-Sue Bartlett <mary-sue.bartlett@uni.edu>

Please print attachment.  
Sent from my iPad

Begin forwarded message:

**From:** Stacey Christensen <[stacey.christensen@uni.edu](mailto:stacey.christensen@uni.edu)>  
**Date:** March 6, 2012 9:30:20 AM CST  
**To:** Ben Allen <[ben.allen@uni.edu](mailto:ben.allen@uni.edu)>, James O'Connor <[james.oconnor@uni.edu](mailto:james.oconnor@uni.edu)>  
**Cc:** Stacey Christensen <[stacey.christensen@uni.edu](mailto:stacey.christensen@uni.edu)>, Brenda Buzynski <[Brenda.Buzynski@uni.edu](mailto:Brenda.Buzynski@uni.edu)>, "Dr. Dwight C. Watson" <[dwright.watson@uni.edu](mailto:dwright.watson@uni.edu)>, Jennifer Yarrow <[Jennifer.Yarrow@uni.edu](mailto:Jennifer.Yarrow@uni.edu)>  
**Subject:** interview with Emily at the Courier

Attached are some bullet points I have gathered in the last 12 or so hours from Becky and Nadene that show our connectivity to the local schools who host our field placement students and student teachers. For years, we have placed students in field experiences.

Note that is different than the PDS model that is newer and serves just 40 of our students. I am not sure where the transition team is in these discussions. But this information can be helpful in your conversation with Emily and Jon from the Courier today to explain that our schools have long hosted our students, mentored our students, etc. and that there are options to expand.

This is in no way polished or complete, but solid information for your meeting this a.m.

---

— Untitled attachment 00145.htm —

Stacey Christensen  
University of Northern Iowa  
Public Relations Manager  
[stacey.christensen@uni.edu](mailto:stacey.christensen@uni.edu)

319-273-6728

[www.uni.edu/newsroom](http://www.uni.edu/newsroom)

---

— Attachments: —

TEfieldexperientlkpnts.docx

133 KB

Untitled attachment 00145.htm

493 bytes

**Subject:** Re: Fwd: Call the Couriers

**From:** Brenda Buzynski <brenda.buzynski@uni.edu>

**Date:** 3/7/2012 9:52 AM

**To:** Stacey Christensen <stacey.christensen@uni.edu>

**CC:** Lyn Countryman <lyn.countryman@uni.edu>, "Dr. Dwight C. Watson" <dwright.watson@uni.edu>

Stacey - for #4 below --- the FY2011 - cost of education for a CFCSD student was \$8,680 per Doug Netger(sp?) - their business operations person. Again, this is the "cost of instruction" - for a student at CFCSD for FY11 .

If question - please let me know. Brenda

Stacey Christensen said the following on 3/6/2012 11:20 AM:

Lyn, these are more Call the Couriers I need to respond to. I appreciate very short responses at your earliest convenience. I have cc'd Brenda and Dwight, should they have info too.

Stacey Christensen  
University of Northern Iowa  
Public Relations Manager  
[stacey.christensen@uni.edu](mailto:stacey.christensen@uni.edu)  
319-273-6728  
[www.uni.edu/newsroom](http://www.uni.edu/newsroom)

Begin forwarded message:

If Price Lab School is a research and development school and not just a private school for selected students, how many research articles have they published in professional educational journals over the last 3 years from the school?

How many students are enrolled at Price Lab School? Of that number, how many pay tuition and how many live in the district? What does the district entail, and how much is the tuition?

Do the teachers at Price Lab and NU High have a higher salary than teachers at East, West or Cedar Falls high schools? (can you just get me the average salary for your teachers? Thanks)

I do not live in the Waterloo or Cedar Falls area. What is the annual cost per student to educate the students at Price Lab and what is this in comparison to the Cedar Falls Public School System? What is the main reason the parents of these students do not want to see the school close, does it have to do with the quality of education they feel they are getting compared to the Cedar Falls and Waterloo school districts? How many of the students that are involved in the closing at Price Lab have parents that work for the university?

I recently read a comment from an administrative proponent of the closing of the Price Lab School that said UNI teacher education students would have a more diverse experience in the Waterloo and Cedar Falls schools. That probably is true in the Waterloo schools, but what is the diversity percentage of population at PLS, Cedar Falls Schools and the entire state of Iowa? (again, can you answer just for MPLS)

What kind of tuition do students pay to attend Price Lab?

How many staff members are there at Price Lab and Northern University High? How many of those are administrators, teachers and para-educators? What is the student/teacher ratio?

--  
Brenda Buzynski Ph.D.  
UNI - Office of the President  
20 Seerley Hall, Cedar Falls, IA 50614-0705  
PH: 319-273-2566 FAX: 319-273-6494  
[Brenda.Buzynski@uni.edu](mailto:Brenda.Buzynski@uni.edu)

The University of Northern Iowa provides transformative learning experiences that inspire students to embrace challenge, engage in critical inquiry and creative thought, and contribute to society.

**Subject:** UPDATED PARENT SURVEY: Please Read

**From:** James Stichter <jim.stichter@uni.edu>

**Date:** 3/7/2012 10:42 AM

**To:** plspublic@uni.edu

**CC:** Lyn Countryman <lyn.countryman@uni.edu>, Joshua Henriksen

<joshua.henriksen@uni.edu>, Nadene Davidson <nadene.davidson@uni.edu>, Brenda

Buzynski <brenda.buzynski@uni.edu>, James Stichter <jim.stichter@uni.edu>

Dear MPLS Parents/Guardians:

We apologize for the delay but the school interest survey is now available and working properly. During this trying time we want to provide communication about transition activities to support students and families in the event of an MPLS closure. We need information from you in order to assist with transition planning. We request that you complete a survey for each child at the respective link below. This will allow the MPLS transition team to coordinate opportunities with local school districts. The subsequent transition plans will be communicated to MPLS/NU families to consider their school options for next year.

Please complete a separate survey for each student you have attending MPLS/NU. There is a specific survey for current Elementary (PK-5) and Secondary (6-11).

**ELEMENTARY LINK:**

<https://docs.google.com/spreadsheet/viewform?formkey=dEtDekc5aFFLejhFMHJoLVVidVp0Vke6MQ>

**SECONDARY LINK:**

<https://docs.google.com/spreadsheet/viewform?formkey=dGdEWXJSaVRucndjenJ4VzJKZmRuamc6MQ>

If you have any questions or concerns please contact your child's administrator or counselor.

Preparing for the worst, and hoping for the best.

**The MPLS Transition Team**

Josh Henriksen

Secondary Principal

**319-273-2954**

Carrie Dieken

Secondary Counselor

**319-273-3243**

Jim Stichter

Elementary Principal  
319-273-2232

Clare Struck  
Elementary Counselor  
319-273-6189

**Subject:** Re: Call the Couriers

**From:** Stacey Christensen <stacey.christensen@uni.edu>

**Date:** 3/7/2012 11:31 AM

**To:** "Lyn Countryman, Ph.D., NBCT" <lyn.countryman@uni.edu>

**CC:** Stacey Christensen <stacey.christensen@uni.edu>, Brenda Buzynski <brenda.buzynski@uni.edu>, "Dr. Dwight C. Watson" <dwright.watson@uni.edu>

What is the cost for an MPLS student?

Stacey Christensen

University of Northern Iowa

Public Relations Manager

[stacey.christensen@uni.edu](mailto:stacey.christensen@uni.edu)

319-273-6728

[www.uni.edu/newsroom](http://www.uni.edu/newsroom)

On Mar 6, 2012, at 4:12 PM, Lyn Countryman, Ph.D., NBCT wrote:

This is not the cost per student because 3.2 million is for R & D and teacher ed, at least this is what the President expressed to a group of us when we set the budget for this year.

lyn

On Mar 6, 2012, at 4:05 PM, Brenda Buzynski wrote:

Stacey -

perhaps you have received the answers - but in case not -- here are some answers -

to #4 below. total cost is \$15,300 / per student (\$5.6 M / 366)

For CF - I have a call into Doug N. - for the cost / student

Brenda

Stacey Christensen said the following on 3/6/2012 11:20 AM:

Lyn, these are more Call the Couriers I need to respond to. I appreciate very short responses at your earliest convenience. I have cc'd Brenda and Dwight, should they have info too.

Stacey Christensen

University of Northern Iowa



Public Relations Manager  
[stacey.christensen@uni.edu](mailto:stacey.christensen@uni.edu)  
319-273-6728  
[www.uni.edu/newsroom](http://www.uni.edu/newsroom)

Begin forwarded message:

1. If Price Lab School is a research and development school and not just a private school for selected students, how many research articles have they published in professional educational journals over the last 3 years from the school?
2. How many students are enrolled at Price Lab School? Of that number, how many pay tuition and how many live in the district? What does the district entail, and how much is the tuition?
3. Do the teachers at Price Lab and NU High have a higher salary than teachers at East, West or Cedar Falls high schools? (can you just get me the average salary for your teachers? Thanks)
4. I do not live in the Waterloo or Cedar Falls area. What is the annual cost per student to educate the students at Price Lab and what is this in comparison to the Cedar Falls Public School System? What is the main reason the parents of these students do not want to see the school close, does it have to do with the quality of education they feel they are getting compared to the Cedar Falls and Waterloo school districts? How many of the students that are involved in the closing at Price Lab have parents that work for the university?

I recently read a comment from an administrative proponent of the closing of the Price Lab School that said UNI teacher education students would have a more diverse experience in the Waterloo and Cedar Falls schools. That probably is true in the Waterloo schools, but what is the diversity percentage of population at PLS, Cedar Falls Schools and the entire state of Iowa? (again, can you answer just for MPLS)

What kind of tuition do students pay to attend Price Lab?

How many staff members are there at Price Lab and Northern University High? How many of those are administrators, teachers and para-educators? What is the student/teacher ratio?

--

Brenda Buzynski Ph.D.  
UNI - Office of the President  
20 Seerley Hall, Cedar Falls, IA 50614-0705  
PH: 319-273-2566 FAX: 319-273-6494  
Brenda.Buzynski@uni.edu

The University of Northern Iowa provides transformative learning experiences that inspire students to embrace challenge, engage in critical inquiry and creative thought, and contribute to society.

Lyn Countryman, Ph.D.  
Interim Director  
Malcolm Price Lab School transforming into - Iowa's Research and Development School  
University of Northern Iowa  
Cedar Falls, Iowa 50613  
124A  
319-273-2614  
*Inspiring Innovation in Education*

*The University of Northern Iowa provides transformative learning experiences that inspire students to embrace challenge, engage in critical inquiry and creative thought, and contribute to society.*

UNI Mission

Re: call the courier research

**Subject:** Re: call the courier research  
**From:** Stacey Christensen <stacey.christensen@uni.edu>  
**Date:** 3/7/2012 11:31 AM  
**To:** "Lyn Countryman, Ph.D., NBCT" <lyn.countryman@uni.edu>  
**CC:** Stacey Christensen <stacey.christensen@uni.edu>, "Dr. Dwight C. Watson" <dwright.watson@uni.edu>, Nadene Davidson <ndavidson52@gmail.com>

Thanks, are you working through the other questions?

Stacey Christensen  
University of Northern Iowa  
Public Relations Manager  
[stacey.christensen@uni.edu](mailto:stacey.christensen@uni.edu)  
319-273-6728  
[www.uni.edu/newsroom](http://www.uni.edu/newsroom)

On Mar 6, 2012, at 5:42 PM, Lyn Countryman, Ph.D., NBCT wrote:

Stacey,  
This is the research we have done.  
Most recent to most past.  
**Current Research at MPLS**

**ONE-TO-One Research for State**

Case, D. , Wilson, M. and Countryman, L. (February 22, 2012) Infrastructure requirements for One-to-One Transformational in Schools. White paper from Malcolm Price Laboratory School, available at: <http://www.uni.edu/iowa-rds/site/initiatives/index.html>

Stone, J. and Countryman, L. (March 10, 2012) Ipad vs MacBook: Making an Informed Decision. White paper from Malcolm Price Laboratory School, available at: <http://www.uni.edu/iowa-rds/site/initiatives/index.html>

Stone, J. and Countryman, L. (April 15, 2012) Challenges of Transitioning to a One-to-One Environment. White paper from Malcolm Price Laboratory School, available at: <http://www.uni.edu/iowa-rds/site/initiatives/index.html>

Beharka, A., Stone, J. and Countryman, L. (in data collection) Transforming to Student-Centered Learning through Technology. proposed date of release May, 2012.

Stone, J. and Countryman, L. (in data collection) Impact of Technology Tools on Student Achievement. proposed date of release July, 2012.

**LEADER IN ME RESEARCH**

Countryman, L. and Stone, J. (in data collection) Implementing a Leader in ME in a K-12 setting.

Balong, M. (April, 2012) What Research Says About: Habit 1: Be Proactive. White paper over the educational research supporting Seven Habits of Highly Effective People. Malcolm Price Laboratory School.

Jorgensen, A. (April, 2012) What Research Says About Habit 2: Put First Things First. White paper over the educational research supporting Seven Habits of Highly Effective People. Malcolm Price Laboratory School.

Henriksen, J. (April, 2012) What Research Says About Habit 3: Begin with the End in Mind. White paper over the educational research supporting Seven Habits of Highly Effective People. Malcolm Price Laboratory School.

Clausen, C. (April, 2012) What Research Says About Habit 4: Think Win-Win. White paper over the educational research supporting Seven Habits of Highly Effective People. Malcolm Price Laboratory School.

Nielsen, C. (April, 2012) What Research Says About Habit 5: Seek First to Understand and then to be Understood. White paper over the educational research supporting Seven Habits of Highly Effective People. Malcolm Price Laboratory School.

Hanna, J. (April, 2012) What Research Says About Habit 6: Synergize. White paper over the educational research supporting Seven Habits of Highly Effective People. Malcolm Price Laboratory School.

McCumber, S. (April, 2012) What Research Says About Habit 7: Sharpen the Saw. White paper over the educational research supporting Seven Habits of Highly Effective People. Malcolm Price Laboratory School.

#### Other Current Research by UNI & Visiting Professors

Nielsen, Curtis, Al-Mabuk, R. (in data collection) Transfer of Geospatial Technology from Social Studies to Core Areas, UNI Faculty Research.

Lawrenz, K. and Skaar, N. (In data collection) Investigation of Generalizability of Direct Behavior.

Barnett, M. (in data collection) Young Children's Evaluation of Two Storybook Characters: The role of a "typical" peer's reason for associating with a peer on undesirable characteristics. Kansas State Researcher

Prall, D., and Depken D. (in data collection) Making a Difference through Connection: The Role of the Classroom Teachers.

Uhlenberg, J. and Geiken, R., (in data collection) The Development of Problem Solving in Infants and Toddlers.

Christiason, J. and Bigler, K. (in data collection) Body Mass Index Training and Measurement, Department of Health Study

Rule, A. C., Zhbanova, A.C., & Stichter, M. (in data collection). Effect of a special project on African animals on students' attitudes, work behaviors, and regard by peers.

Zhbanova, K. S., & Rule, A. C. (in preparation). A unique pictorial test for determining children's attitudes toward animals.

Rich, D. & Nielsen, L. (2011 -in preparation). Teacher and Student Use of Language: Advancing Conceptual Understanding of Mathematics in a Reformed-based Mathematics Classroom.

Joram, E. & Eslinger, D. (2012 - in preparation). The Effects of Food Presentation on Food Consumption in Children.

Fontana, F. (2011 - in preparation). Developing Easy-to-Use Physical Activities Guidelines for Elementary School

## Students.

Finn, K. (2011 - in preparation). Youth Fitness and Childhood Obesity Study.

Garrett, J. (2011 - in preparation). Comparison of Scores on Phonological Awareness Skills In Children with and without Phonological Instruction.

Ruhnke, A. (2011 - in preparation). Physical Activity Following Lateral Ankle Sprain: Immediate Impact and Recovery.

Bohnenkamp, T. & Soni, S. (2011 - in preparation). The Effect of Two Voice Care Approaches on Collision Threshold Pressure (CTP) in Classroom Teachers.

## Past Research at MPLS

Rule, A. C., & Zhbanova, K. S. (in review). Guardians of the Earth: Teaching children to care for all living things. In M. R. Jalongo (Ed.) *Teaching compassion: Humane education in early childhood*. (pp.) Springer.

Rule, A. C., & Schneider, J. S. (In revision). Incorporating Creativity and Thinking Skills into a Pre-K through 8th Grade Science Enrichment Unit on Flooding. Submitted to *Gifted Child Today* [Peer review].

Rule, A. C., & Zhbanova, K. S. (in press). Changing perceptions of unpopular animals through facts, poetry, crafts, and puppet plays. *Early Childhood Education Journal*. Accepted February 22, 2012 (Manuscript # ECEJ1158R1).

Stone, J. (January, 2012). Sinking Your Teeth in Tooth Decay. *Science and Children*

Rule, A. C., Montgomery, S. E., Tallakson, D. A., Stichter, M. K., Barness, A., & Decker, K. M. (in press for July 2012). Teacher candidate attitude changes after experiencing an arts-integrated unit on Africa. (Manuscript 06414). *Social Studies Research and Practice*, 6(2). [International journal, blind peer review, 7-9% acceptance rate].

Curtis Nielsen, Alex Oberle, and Ramanathan Sugumaran. 2011. "Implementing spatial thinking and geospatial technologies into the high school curriculum". *Journal of Geography*. 110:2, 60-69.

Montgomery, S. E., & Rule, A. C. (2011). Integrating the Arts: Pre-service Elementary Teachers Make African Masks of Six Cultures for Social Studies Lessons with Primary Grade Students. *Social Studies Research and Practice*, 6(1), 89-109 [International journal, blind peer review, 11% acceptance rate]. *Three classes of preservice teachers were contributing authors to this article.*

Rule, A. C., & Montgomery, S. E. (2011). Reflections of pre-service elementary teachers after learning about an African culture through mask-making. *Social Studies Research and Practice*, 6(1), 58-74 [International journal, blind peer review, 11% acceptance rate].

Zhbanova, K. S., Rule, A. C., Montgomery, S. E., & Nielsen, L. E. (2010). Defining the difference: Comparing integrated and traditional single-subject lessons. *Early Childhood Education Journal* 38(4), 251-258 [Blind peer review, 18% Acceptance rate].

Rule, A. C., Lockhart, A., Darrah, F., & Lindell, L. A. (2010). Cereal box dioramas of Native American cultures: A collaborative project. *Social Studies Research and Practice*, 1, 5 (1), 121-132 [International blind peer-review, 11% acceptance rate]. Retrieved from <http://www.socstrp.org/issues/PDF/5.1.10.pdf>

Rule, A. C., Schneider, J. S., Darrah, F., Highnam, D., Tallakson, D., & Conry, K. A. (2009). Addressing a flooding crisis through games during a special enrichment course. *Iowa Council of Social Studies Journal*, 22(1), 21-25. **Invited article.** [Editor-reviewed].

Rule, A. C., & Lindell, L. A. (2009). Making cereal box dioramas of Native American historic homes and culture. ERIC Document Reproduction Service No. ED507242 Eighty undergraduates were contributing authors to this document; one doctoral graduate student was a co-author.

Stone, J. & Davidson, N. (September, 2009). Twenty-first Century Transformation. *Principal Leadership*.

Countryman, L. (2009). Form and Function in DNA Through Strands of a String. *National Science Digital Library (NSDL) Biological Science Pathways, American Physiological Association*.

Henning, J., Stone, J., & Kelly, J. (2008). Using Action Research to Improve Instruction: An Interactive Guide for Teachers. Routledge Publishing, New York.

Stone, J., Henriksen, L., Stichter, J. and Waggoner, B. (2007). The Senior Year Experience: A tool for High School Reform. *Principal Leadership*.

Stone, J. (2007). Accomplishing Multiple Goals through Community Connections. *The Science Teacher*.

Countryman, L. and M. Schroeder. (1996). Student-led Parent Conferences: Middle School Reforms that Work. *Educational Leadership*, 53(7).

Countryman, L. (1994). Make Science Relevant, Recent, and Responsive. *Science Scope* 17(8).

Countryman, L. (1994). Students Leading Their Own Conference. *Middle Level Educator* 13(1).

Lyn Countryman, Ph.D.

Interim Director

Malcolm Price Lab School transforming into - Iowa's Research and Development School

University of Northern Iowa

Cedar Falls, Iowa 50613

124A

319-273-2614

**Inspiring Innovation in Education**

*The University of Northern Iowa provides transformative learning experiences that inspire students to embrace challenge, engage in critical inquiry and creative thought, and contribute to society.*

**UNI Mission**

**Subject:** Fwd: info

**From:** dianna briggs <dianna.briggs@uni.edu>

**Date:** 3/7/2012 11:46 AM

**To:** Cherin Lee <Cherin.Lee@uni.edu>, Melissa Heston <melissa.heston@uni.edu>, Becky Hawbaker <becky.hawbaker@uni.edu>, Nadene Davidson <nadene.davidson@uni.edu>

**CC:** Dianna Briggs <dianna.briggs@uni.edu>, Dwight Watson <dwright.watson@uni.edu>

This was forwarded to me from the letter Dave Stoakes sent to his teachers. We're going to have to deal with his last statement about stipends and/or release time for the teachers. Although we mentioned it briefly, we didn't do anything definitive about it in our meeting yesterday.

Dianna

----- Original Message -----

**Subject:** info

**Date:** Wed, 7 Mar 2012 11:01:14 -0600

**To:** dianna briggs <[dianna.briggs@uni.edu](mailto:dianna.briggs@uni.edu)>

Here is the partial paragraph from the letter that was sent to CF faculty .....

Historically, the Cedar Falls School District has not required C.F. teachers to participate in the field experience program for pre-service teachers from U.N.I. or any other college or university. That philosophy will continue. Acknowledging the extra time and effort on the part of classroom teachers to assist with pre-service teacher field experiences, President Allen has committed to providing additional funding. These funds, which are currently undetermined, will be used to hire U.N.I. faculty to assist in the supervision of pre-service teacher field experiences, and also to provide stipends and/or release time for PK-12 classroom teachers.

--

**Subject:** Fwd: UNI FOI

**From:** Stacey Christensen <stacey.christensen@uni.edu>

**Date:** 3/7/2012 12:54 PM

**To:** Timothy McKenna <Tim.McKenna@uni.edu>, Gary Shontz <Gary.Shontz@uni.edu>, Pat Woelber <Pat.Woelber@uni.edu>, Gloria Gibson <gloria.gibson@uni.edu>, Mary-Sue Bartlett <Mary-Sue.Bartlett@uni.edu>, "Dr. Dwight C. Watson" <dwright.watson@uni.edu>

**CC:** Stacey Christensen <stacey.christensen@uni.edu>

Note this revised FOI request from the Cedar Rapids Gazette. They are willing to pay the estimated fees. Please note the request is for Dec. 1, 2011 to March 7, 2012 and just for Gloria and Dwight, specific to emails. Please confirm you have received this request and can have someone start working on this. When the pertinent emails are retrieved, Tim McKenna needs to review, thanks. Please let me know an estimated timeframe for this data so I can let Diane know, thanks.

Stacey Christensen  
University of Northern Iowa  
Public Relations Manager  
[stacey.christensen@uni.edu](mailto:stacey.christensen@uni.edu)  
319-273-6728  
[www.uni.edu/newsroom](http://www.uni.edu/newsroom)

Begin forwarded message:

**From:** Diane Heldt <[Diane.Heldt@sourcemedia.net](mailto:Diane.Heldt@sourcemedia.net)>  
**Date:** March 7, 2012 9:16:20 AM CST  
**To:** "Stacey Christensen ([stacey.christensen@uni.edu](mailto:stacey.christensen@uni.edu))" <[stacey.christensen@uni.edu](mailto:stacey.christensen@uni.edu)>  
**Subject:** FW: UNI FOI

Stacey,

Upon further review, we would like to request any emails sent or received by Provost Gloria Gibson and Education Dean Dwight Watson, since Dec. 1, 2011 to present, discussing the Price Lab closure. We are already getting President Allen's emails through the KCRG request, so this is an additional request for the emails of the other two officials. You can keep me posted on the cost. Sorry for the confusion about this.

Thanks!

Diane



**Diane Heldt**

**Higher education reporter**

201 S. Clinton St. Suite 200

Iowa City, Iowa 52240

W: 319-339-3158

C: 319-270-7569

[diane.heldt@sourcemedia.net](mailto:diane.heldt@sourcemedia.net)



**Subject:** [COE-L] March Message from Dr. Dwight C. Watson

**From:** Mary-Sue Bartlett <mary-sue.bartlett@uni.edu>

**Date:** 3/7/2012 4:33 PM

**To:** coe-l@uni.edu, Ben Allen <ben.allen@uni.edu>, Gloria Gibson <gloria.gibson@uni.edu>, BRENDA C BUZYNSKI <Brenda.Buzynski@uni.edu>, Pat Woelber <pat.woelber@uni.edu>, Stacey Christensen <Stacey.Christensen@uni.edu>, Andrea Elliott <andrea.elliott@uni.edu>

Through Adversity There is Opportunity:

These last few weeks have been trying for many of us; and for our colleagues at Malcolm Price Lab School, this time has been desperate and disparate. As I stated in my message to students, I recognize that Malcolm Price Lab School has been an established component of the teacher education program at the University of Northern Iowa for over 50 years. Throughout the years, the faculty and staff have created a learning environment that was responsive to the educational needs of PK-12 learners as well as education students. The faculty was specifically chosen because of their commitment to teaching and teacher preparation. Another component of the laboratory school was to create, implement, and showcase effective instructional practices and innovative curriculum design.

As I reflect on the wealth of expertise the lab school provided, I would be remiss to state that the school was the foundational element of the teacher education program. As a former normal school, UNI's mission was to populate the state with teachers. Currently we prepare 25% of the teachers in the state and 33% of the principals and superintendents. I came to UNI because of this 136 year history of preparing teachers. I came to UNI because the university had a strategic commitment to teacher education. I came to UNI because there were dedicated faculty who invested their professional lives in the care and preservation of effective teaching. With the closing of the laboratory school, the reasons I came to UNI still persist.

Due to the closing of Malcolm Price Laboratory School, a multitude of students are concerned that this will be the demise of teacher education at UNI. I understand their concern about the future of teacher education at UNI. As I read every letter I received from students and I listened to the commentary about students' support of the lab school, it was revealed that they wanted:

Committed and supportive teachers to guide them through their clinical experiences;

Proximity experiences that fit into their instructional day; and,

Authentic classroom settings in which they can perfect their craft at becoming effective teachers.

To remedy the students' concerns, we need to establish demonstrative, collaborative partnerships that fulfill UNI's need for varied clinical experiences. Recently, in conversations

with the Cedar Falls and Waterloo superintendents, there was a determined commitment on the part of the superintendents to:

- Avail their teachers for intentional, connected, sustainable field experiences;
- Guarantee placement slots based on UNI's needs;
- Support the Teacher Work Sample and the preparation necessary to engage their teachers in this process;
- Accommodate schedules that will allow for proximal, short-term field experiences similar to the Level II experiences at Price Lab School;
- Establish a distributive model for clinical placement and supervision that will enable university-based faculty to work in the schools to support practicing teachers and teacher education students; and
- Create shared professional development and co-teaching opportunities for practicing teachers and university faculty in order to nurture the instructional abilities of education students.

I exited these meetings energized and enthused that what we were proposing would move us toward our premier aspirations. I have always believed that *through adversity there is opportunity*. The closing of Malcolm Price Lab School will indeed be a mournful occurrence, but it will not be the demise of the teacher education program at the University of Northern Iowa. I came to UNI to situate our legendary program as the premier teacher education program in the state and nation. With the assurances from our collaborative partners, I am even more committed to this aspirational intent and encourage your commitment as well, as we journey together.

Dr. Dwight C. Watson

Dean, College of Education

**Subject:** RE: [COE-L] March Message from Dr. Dwight C. Watson  
**From:** "Ty Perkins" <ty.perkins@uni.edu>  
**Date:** 3/7/2012 5:21 PM  
**To:** Dwight.Watson@uni.edu

Hi Dr. Watson,

This was a very thoughtful and sincere email that I know will be appreciated by your team! You are probably not hearing many positive things with everything that is going on but people trust you and appreciate your honesty throughout the entire process. I hear it all the time. Even in the locker room today after working out I overheard a few of your department chairs talking and really had positive things to say about you and how you have handled things.

By the way, thanks again for Dinner last week. Bianca and I really enjoyed it! If you are ever traveling through Clinton or to Chicago, Bianca and I would love to have you over for dinner at our home in Clinton. Sorry, not much room to entertain in our apartment in Cedar Falls. Our dining room card table just doesn't cut it. LOL LOL Have a great day!

Thanks,

Ty Perkins

---

**From:** Mary-Sue Bartlett [mailto:mary-sue.bartlett@uni.edu]  
**Sent:** Wednesday, March 07, 2012 4:33 PM  
**To:** coe-l@uni.edu; Ben Allen; Gloria Gibson; BRENDA C BUZYNSKI; Pat Woelber; Stacey Christensen; Andrea Elliott  
**Subject:** [COE-L] March Message from Dr. Dwight C. Watson

Through Adversity There is Opportunity:

These last few weeks have been trying for many of us; and for our colleagues at Malcolm Price Lab School, this time has been desperate and disparate. As I stated in my message to students, I recognize that Malcolm Price Lab School has been an established component of the teacher education program at the University of Northern Iowa for over 50 years. Throughout the years, the faculty and staff have created a learning environment that was responsive to the educational needs of PK-12 learners as well as education students. The faculty was specifically chosen because of their commitment to teaching and teacher preparation. Another component of the laboratory school was to create, implement, and showcase effective instructional practices and innovative curriculum design.

As I reflect on the wealth of expertise the lab school provided, I would be remiss to state that the school was the foundational element of the teacher education program. As a former normal school, UNI's mission was to populate the state with teachers. Currently we prepare 25% of the teachers in the state and 33% of the principals and superintendents. I came to UNI because of this 136 year history of preparing teachers. I came to UNI because the university had a strategic commitment to teacher education. I came to UNI because there were dedicated faculty who invested their professional lives in the care and preservation of effective teaching. With the closing of the laboratory school, the reasons I came to UNI still persist.

Due to the closing of Malcolm Price Laboratory School, a multitude of students are concerned that this will be the demise of teacher education at UNI. I understand their concern about the future of teacher education at UNI. As I read every letter I received from students and I listened to the commentary about students' support of the lab school, it was revealed that they wanted:

Committed and supportive teachers to guide them through their clinical experiences;

Proximity experiences that fit into their instructional day; and,

Authentic classroom settings in which they can perfect their craft at becoming effective teachers.

To remedy the students' concerns, we need to establish demonstrative, collaborative partnerships that fulfill UNI's need for varied clinical experiences. Recently, in conversations with the Cedar Falls and Waterloo superintendents, there was a determined commitment on the part of the superintendents to:

- Avail their teachers for intentional, connected, sustainable field experiences;
- Guarantee placement slots based on UNI's needs;
- Support the Teacher Work Sample and the preparation necessary to engage their teachers in this process;
- Accommodate schedules that will allow for proximal, short-term field experiences similar to the Level II experiences at Price Lab School;
- Establish a distributive model for clinical placement and supervision that will enable university-based faculty to work in the schools to support practicing teachers and teacher education students; and
- Create shared professional development and co-teaching opportunities for practicing teachers and university faculty in order to nurture the instructional abilities of education students.

I exited these meetings energized and enthused that what we were proposing would move us toward our premier aspirations. I have always believed that *through adversity there is opportunity*. The closing of Malcolm Price Lab School will indeed be a mournful occurrence, but it will not be the demise of the teacher education program at the University of Northern Iowa. I came to UNI to situate our legendary program as the premier teacher education program in the state and nation. With the assurances from our collaborative partners, I am even more committed to this aspirational intent and encourage your commitment as well, as we journey together.

Dr. Dwight C. Watson  
Dean, College of Education

**Subject:** Re: [COE-L] March Message from Dr. Dwight C. Watson  
**From:** Barry Wilson <barry.wilson@uni.edu>  
**Date:** 3/7/2012 7:39 PM  
**To:** "Dr. Dwight C. Watson" <dwright.watson@uni.edu>  
**CC:** stacey.christiansen@uni.edu

I share the spirit of your message but the promises of the superintendents do not match the messages that our faculty are receiving from teachers and principals.

I mention this only to suggest that appealing to their support doesn't gain much traction with faculty given what I heard in our faculty meeting today.

Barry

On 3/7/2012 4:33 PM, Mary-Sue Bartlett wrote:

**Through Adversity There is Opportunity:**

These last few weeks have been trying for many of us; and for our colleagues at Malcolm Price Lab School, this time has been desperate and disparate. As I stated in my message to students, I recognize that Malcolm Price Lab School has been an established component of the teacher education program at the University of Northern Iowa for over 50 years. Throughout the years, the faculty and staff have created a learning environment that was responsive to the educational needs of PK-12 learners as well as education students. The faculty was specifically chosen because of their commitment to teaching and teacher preparation. Another component of the laboratory school was to create, implement, and showcase effective instructional practices and innovative curriculum design.

As I reflect on the wealth of expertise the lab school provided, I would be remiss to state that the school was the foundational element of the teacher education program. As a former normal school, UNI's mission was to populate the state with teachers. Currently we prepare 25% of the teachers in the state and 33% of the principals and superintendents. I came to UNI because of this 136 year history of preparing teachers. I came to UNI because the university had a strategic commitment to teacher education. I came to UNI because there were dedicated faculty who invested their professional lives in the care and preservation of effective teaching. With the closing of the laboratory school, the reasons I came to UNI still persist.

Due to the closing of Malcolm Price Laboratory School, a multitude of students are concerned that this will be the demise of teacher education at UNI. I understand their concern about the future of teacher education at UNI. As I read every letter I received from students and I listened to the commentary about students' support of the lab

school, it was revealed that they wanted:

- Committed and supportive teachers to guide them through their clinical experiences;
- Proximity experiences that fit into their instructional day; and,
- Authentic classroom settings in which they can perfect their craft at becoming effective teachers.

To remedy the students' concerns, we need to establish demonstrative, collaborative partnerships that fulfill UNI's need for varied clinical experiences. Recently, in conversations with the Cedar Falls and Waterloo superintendents, there was a determined commitment on the part of the superintendents to:

- Avail their teachers for intentional, connected, sustainable field experiences;
- Guarantee placement slots based on UNI's needs;
- Support the Teacher Work Sample and the preparation necessary to engage their teachers in this process;
- Accommodate schedules that will allow for proximal, short-term field experiences similar to the Level II experiences at Price Lab School;
- Establish a distributive model for clinical placement and supervision that will enable university-based faculty to work in the schools to support practicing teachers and teacher education students; and
- Create shared professional development and co-teaching opportunities for practicing teachers and university faculty in order to nurture the instructional abilities of education students.

I exited these meetings energized and enthused that what we were proposing would move us toward our premier aspirations. I have always believed that *through adversity there is opportunity*. The closing of Malcolm Price Lab School will indeed be a mournful occurrence, but it will not be the demise of the teacher education program at the University of Northern Iowa. I came to UNI to situate our legendary program as the premier teacher education program in the state and nation. With the assurances from our collaborative partners, I am even more committed to this aspirational intent and encourage your commitment as well, as we journey together.

Dr. Dwight C. Watson

Dean, College of Education



**Subject:** Re: meetings for Thursday

**From:** Virginia Arthur <virginia.arthur@uni.edu>

**Date:** 3/7/2012 7:42 PM

**To:** "Lyn Countryman, Ph.D., NBCT" <lyn.countryman@uni.edu>

**CC:** Alisa Weeks <alisa.weeks@uni.edu>, Brenda Buzynski <brenda.buzynski@uni.edu>, Josh Henriksen <joshua.henriksen@uni.edu>, Jim Stichter <jim.stichter@uni.edu>, Nadene Davidson <Nadene.Davidson@uni.edu>, "Dr. Dwight C. Watson" <dwright.watson@uni.edu>

Thanks to everyone for getting these set up. I will e-mail the faculty who can't be present to arrange another time, after spring break.

Lyn Countryman, Ph.D., NBCT said the following on 3/7/2012 5:02 PM:

Dear Ginny and Brenda,

Just want to confirm the three meetings for Thursday, March 8th with various faculty groups at MPLS.

All the meetings will be held in Room 148.

I have the following meetings scheduled as per conversation with Alisa:

2:45 - 3:15 p.m. probationary faculty members - Ashley Jorgensen, Josh Wilkinson, and Alison Beharka will be present. Elizabeth Zwanziger is in France in preparation of the French Trip and Sara Blanco is making a conference presentation- these members will need another time to talk about this with you.

3:15-4:00 p.m. Tenured Faculty -

4:00 - 4:30 p.m. Term Faculty - I know of one faculty member who is not available for this and this is Katie Decker. I haven't heard if there are others that can't attend tomorrow.

Lyn

Lyn Countryman, Ph.D.

Interim Director

Malcolm Price Lab School transforming into - Iowa's Research and Development School

University of Northern Iowa

Cedar Falls, Iowa 50613

124A

319-273-2614

*Inspiring Innovation in Education*

*The University of Northern Iowa provides transformative learning experiences that inspire students to embrace challenge, engage in critical inquiry and creative thought, and contribute to society.*

**UNI Mission**

Virginia Arthur <[virginia.arthur@uni.edu](mailto:virginia.arthur@uni.edu)>

Associate Provost for Faculty Affairs

Office of the Executive Vice President and Provost

University of Northern Iowa